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ABSTRACT

Intended for use in family day care, preschool centers, professional preparation institutions, and in homes, this comprehensive health education curriculum for 3- through 5-year-old children contains units designed to sequentially teach concepts about physical health, mental health, family living, and safety. Contents include the following subjects: (1) physical health (the five senses, hygiene, dental health, nutrition, exercise, relaxation, sleep, and smoking), (2) mental health (self esteem, identifying and expressing feelings, the feelings of others, and emotional neglect), (3) family living (family members, how families begin, life before birth, growing in families, sexual abuse and family changes involving death, divorce, new babies, and moving), and (4) safety (danger warnings, getting help, pedestrian safety, auto seat restraints, preventing poisoning, weather safety, fire safety, and physical abuse). Each lesson plan includes behavioral objectives; background information on each topic; a list of necessary materials and resources; songs, poems, rhythmic activities; detailed instructions for child activities; a special component suggesting activities for enhancing children's self esteem; an activity for parent and child; and, for duplication, patterns, worksheets, and letters to parents. (RH)

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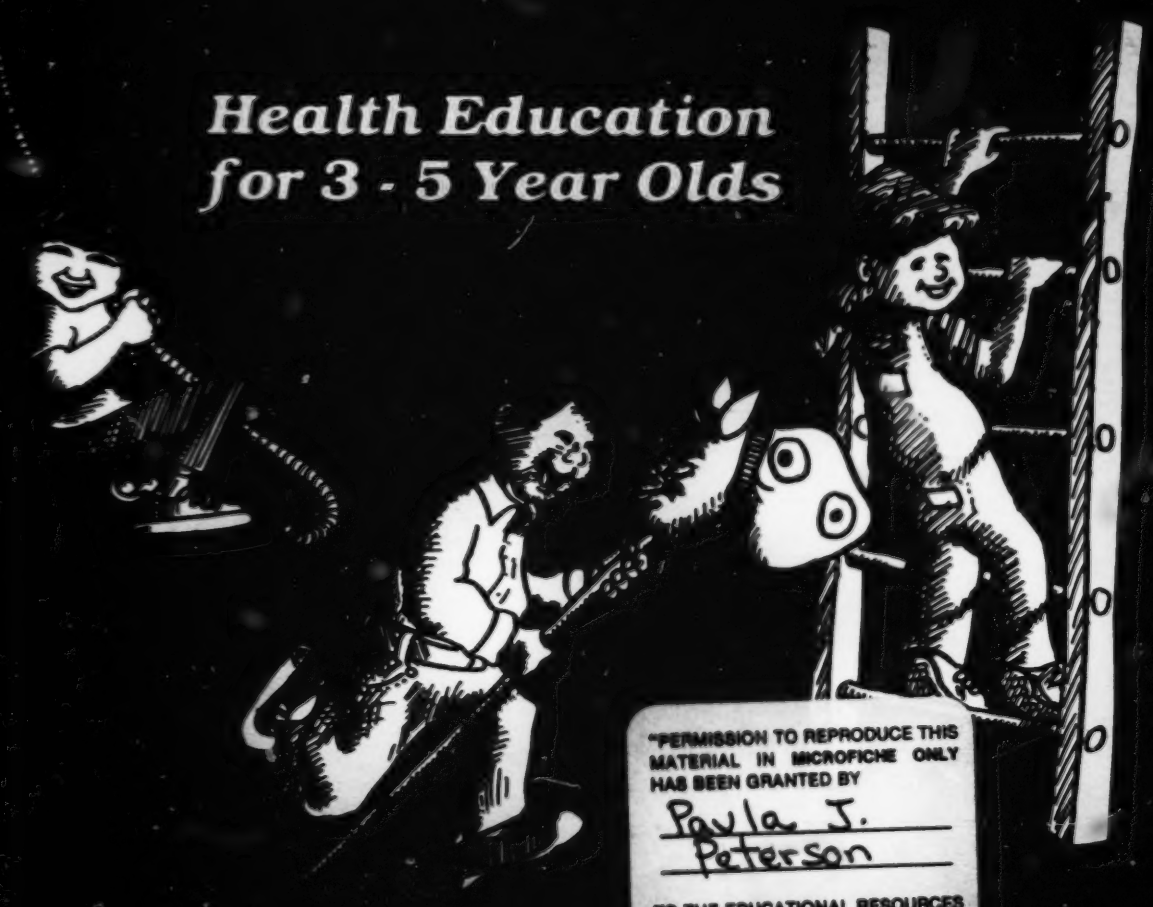
Health Education for 3 - 5 Year Olds



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By Paula J. Peterson, Health Educator

Developed with the St. Paul Division of Public Health

Ready . . .
Set . . .
Grow!

Written by

Paula J. Peterson

Illustrated by

Duane C. Barnhart

Piloted in Cooperation with St. Paul Division of Public Health

Peterson Publishing
P.O. Box 75991
St. Paul, Minnesota 55175

To the loving memory of Paul A. Peterson.

Also to Keith, Katie, Nicholas, Ashley and Brooke
and to all children
who serve as constant reminders
that with the youth of today
lies promise and hope for tomorrow.

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Foreward

Over the past decades, a shift in public health problems became increasingly apparent. Illness and death from communicable disease decreased as a result of large scale public and private efforts to strengthen sanitation standards. Immunizations became commonplace and childhood mortality dropped dramatically. Primary causes of death shifted to physical conditions that take years to develop; namely chronic diseases such as cancer, heart disease and stroke. Accidents, however, remain a leading cause of death and disability, especially for young children. Research began correlating accidents and chronic disease development to lifestyle habits such as exercise, diet, drinking, smoking and stress control. The Wellness Revolution soon followed. Increased quality of life through high-level wellness became the trend reflecting a philosophy that disease prevention is far more cost-effective and less painful than disease treatment. This is reflected by how the World Health Organization defines health as 'the manifestation of physical, mental, and social well-being and not merely the absence of disease'.

Since chronic disease development is primarily influenced by personal health behavior, a need clearly emerged for educational strategies that increase awareness, improve attitudes and promote constructive health behavior. Along with this, there occurred a realization that long established health behaviors are difficult to change in adulthood. Consequently, greater emphasis was placed on educating children about disease prevention and comprehensive school health education programs emerged such as the Primary Grades Health Curriculum and the School Health Curriculum Projects for grades K-7.

By age five, however, the foundation on which future health behavior is based has already been formed. Children as young as three years have developed definite attitudes towards such topics as hygiene, nutrition, smoking and sleep.[1] Additionally, the preschool years are crucial and most significant in preparing a child for higher levels of learning.[2] Reading readiness for example, is based on a child's ability to understand spatial relationships which are learned through motor activities that move the body through space. Thus, exercise activities that develop locomotor skills become an important aspect of early childhood development. These ideas support the principle that health education should address children in a multidimensional fashion, i.e., physically, mentally, and socially.

The purpose of this document is to present ideas and activities that affect the health knowledge, attitudes and behaviors of preschool aged children. It contains units that are sequentially designed to teach concepts about Physical Health, Mental Health, Family Living and Safety. It is intended for use in family day care, preschool centers, professional preparation institutions and the home.

The outcome goal of READY, SET, GROW is that children will adopt positive attitudes and constructive health behaviors that are the foundation for the ability to maintain a high level of physical, mental and social well-being through an active involvement of the preschool, community health agencies and the home. It is hoped that through its implementation, children will develop skills that enable them to influence their own quality of life.

[1]Peterson and Kes, Pilot Phase Evaluation: Health Education for 3-5 Year Olds, St. Paul Division of Public Health, 1983, unpublished.

[2]Skinner, Motor Development In The Preschool Years, Charles C. Thomas, Publisher, Springfield, Illinois, 1979.

Acknowledgments

In 1979, the Health Education section of the Saint Paul Division of Public Health coordinated efforts with Health and Early Childhood Education experts to develop a comprehensive Health Education curriculum for preschoolers. The professionalism of those who participated was exceeded only by their personal dedication and commitment to the project. Their involvement was essential to the development, pilot evaluation and final revision of the curriculum. Appreciation is cordially extended to Saint Paul Division of Public Health staff for contributions of writing, technical assistance and creative input. Their resourcefulness and support during curriculum development was invaluable to the success of the project. They are Jeri Day, Cathi Lyman-Onkka, Peg Torgerson, Win Terrell, Ellen Snyder, Mary Alice Ritt, Health Educators; Dave Hennessey, Information Specialist; Julie Roehl, Clerk Typist; Cindy Johnson, Dental Health Educator; Felicia Lucas, Nutritionist and Laurie Jacklitch, student intern.

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Paula J. Peterson

St. Paul, Minnesota
October, 1984

Introduction

READY, SET, GROW was initiated in 1979, by the Health Education section of the St. Paul Division of Public Health. It represents the accumulated expertise of hundreds of health and early childhood education professionals, many of whom are parents of preschool aged children.

Curriculum development included piloting a draft version with 750 children attending St. Paul Head Start, home day care, and other preschool facilities. Classic objective evaluation techniques were applied to measure outcome of select units. Statistical treatment of pre- and posttest data revealed a significant improvement in the scores of experimental group subjects when compared to those of the control group. Specifically, scores increased in the areas of dental health, hygiene and smoking as a result of curriculum implementation.[1] In addition, both males and females were shown to benefit from curriculum instruction and the comparison of three, four and five year olds revealed an equal improvement in test scores to those of the control group.

The curriculum was also evaluated subjectively by the 24 preschool teachers and day care providers who took part in the pilot phase. Feedback was obtained in regard to age-appropriateness of activities, adaptability of activities to various learning levels, children's response, perceived effectiveness of activities, format, organization and materials. Respondents concurred that the curriculum was a valuable resource in teaching health concepts to young children. Particularly, that so many ideas were compiled in one manual and that these ideas were interesting and fun for the children. They agreed that the activities were effective in teaching sound health practices to children of preschool age. Having access to the curriculum greatly increased their commitment to teaching health and many of them projected that health would become a daily part of their existing curriculum in the future. They also reported that parents were very supportive of the program.

HOW TO USE THIS MANUAL

READY, SET, GROW is divided into four main SECTIONS - Physical Health, Mental Health, Family Living and Safety. Each section is further divided into topic UNITS which include sequential LESSON PLANS. Unit Basic and Extended concepts are listed on each UNIT title page along with the LESSON PLAN topics of that unit.

Each LESSON PLAN is organized as follows:

Topic:

This indicates the subject matter being addressed in the lesson.

Main Idea:

These are the desired outcomes of the lesson and are written in measurable behavioral terms. They are what is hoped will be accomplished after implementation of activities.

[1] Peterson and Kes, Pilot Phase Evaluation: Health Education for 3-5 Year Olds, St. Paul Division of Public Health, 1983, unpublished.

Teacher Information

This is background information about the topic of focus. Content includes various levels of technical information, precautionary measures and/or facts about how the topic relates to preschool aged children.

Resources/Materials

This is a list of the books, poems, songs, art supplies, teacher-made materials and/or household items that are necessary to conduct the child activities of the lesson. Publisher addresses and ordering information for resources are included along with detailed instructions for teacher-made materials.

Books and other materials were chosen on the basis of low cost or accessibility through public libraries, public health and safety organizations and voluntary health agencies.

Patterns and other resources requiring duplication are found at the end of their respective lessons.

Materials listed in this section are numbered to correspond to the child activities of that lesson.

Child Activities

This section lists instructions for conducting the educational activities with the children. Most activities are participatory and provide hands-on experiences that actively involve the children in learning about the topic. Questions and comments that promote discussion and understanding are also included.

Activities are designed to accomplish the MAIN IDEA of the lesson.

Self-Esteem Activity

Activities in this section are intended to raise self-esteem and also to accomplish the Main Idea of the lesson. A seperate unit on Self-Esteem is also included in the Mental Health section.

Parent/Child Activity

This section lists suggested letters and written information for parents about the lesson topic. Some letters are written as though from the child, others from the teacher. Reprinted information from a variety of health, social service and educational agencies is also included. Copies for duplication of parent information are found at the end of their respective lessons.

RECOMMENDED IMPLEMENTATION GUIDELINES

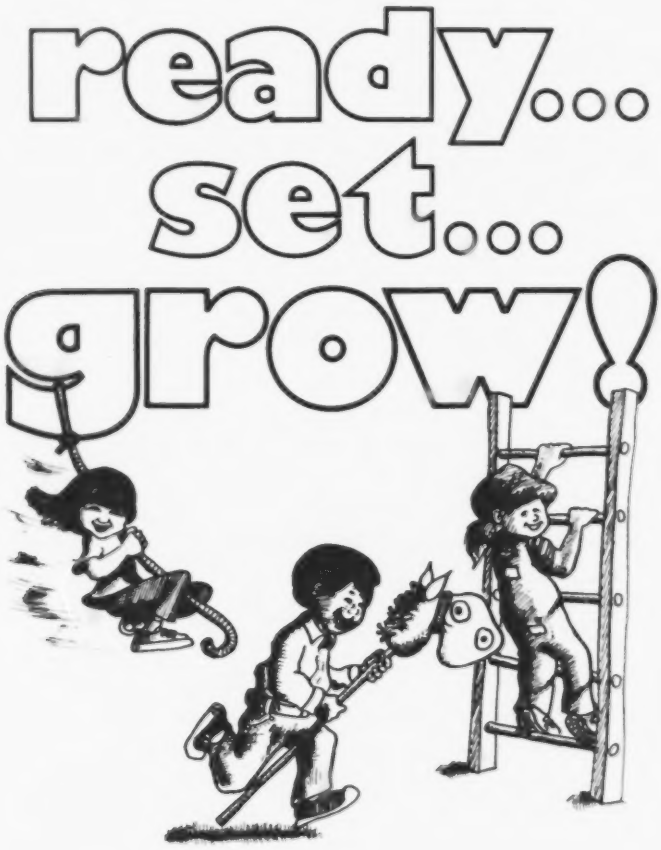
1. Although UNITS can be taught in any order, LESSONS within each unit should be taught in sequence.

2. Read and understand the Teacher Information and the Main Idea of each lesson.

3. Locate and prepare materials and resources before conducting the activities. Check with local public libraries for books or order them well in advance.

4. Reinforce the concepts of each unit and lesson as daily situations dictate.

5. Have fun. Enthusiasm breeds interest.



Permission is granted to copy patterns, worksheets flyers and parent letters as needed

physical health

Five Senses

Basic Concepts:

1. The eyes are used for seeing, the ears are used for hearing, the tongue is used for tasting, the skin is used for touching, the nose is used for smelling.
2. The environment can be explored using the five senses.

Extended Concepts:

1. The five senses help us learn and enjoy the world.
2. Some people may not have full use of their eyes and ears.
3. We can learn to communicate with people who are deaf or hard of hearing.

Topic: PHYSICAL HEALTH - FIVE SENSES - IDENTIFYING EACH BODY SENSE

Main Idea:

1. Children will identify each of the five senses and their corresponding body parts.

Teacher Information

Our five senses - taste, touch, smell, sight and hearing help us learn and tell us when danger is near.

Our eyes - see
Our nose - smells
Our tongue - tastes
Our skin - feels
Our ears - hear

Children love to explore the world using the five senses.

Resources/Materials

Numbers correspond to Child Activities.

5. Poem — MY FIVE SENSES

When mother pops the popcorn,
I come running in to see,
the golden kernels turn to white,
for a tasty snack for me.

I hear it pop, and pop, and pop,
it's popping one, two, three!
I smell it with my nose, I do,
it smells so good to me.

Then, I feel it with my hands
as I put it in my mouth.
I have the best snack in the land,
from west or east or north or south.

It tastes so good, I like it
all crunchy and salty too.
If you're hungry for a snack,
have mother make some for you.

- Donated by Vena Marreel
of the Cajon Valley Union School District
to the Primary Grades Health Curriculum,
used with permission.

Child Activities

1. Introduce the five senses - taste, touch, smell, hearing, seeing, and how our senses help us learn about the world around us.

2. Play LOOKING OUT THE WINDOW

   How do we know that it is sunny, rainy, foggy, cloudy today?

   We see the sun, fog, rain, clouds; we feel the sun's warmth, raindrops.

   Have the children go to the window and note what the weather is like.

   How do we know what we are eating?

   We see it, feel it in our mouth, taste it, smell it, hear it as we chew.

   How do we know a band is playing?

   We see it, hear it.

   How do we know someone has just baked cookies?

   Smell, see, feel, taste them.

   What other things do we learn through our senses?

3. As the children identify each sense, have them point to the corresponding body part.

4. Do the self esteem activity MY FAVORITE SENSE.

5. Read the poem MY FIVE SENSES.

Self-Esteem Activity

MY FAVORITE SENSE

Have the children take turns each naming something they a) smelled, b) touched, c) tasted, d) saw, and/or e) heard today.

Children take turns naming their favorite sense and telling why it is their favorite.

Topic: PHYSICAL HEALTH - FIVE SENSES - SIGHT

Main Idea:

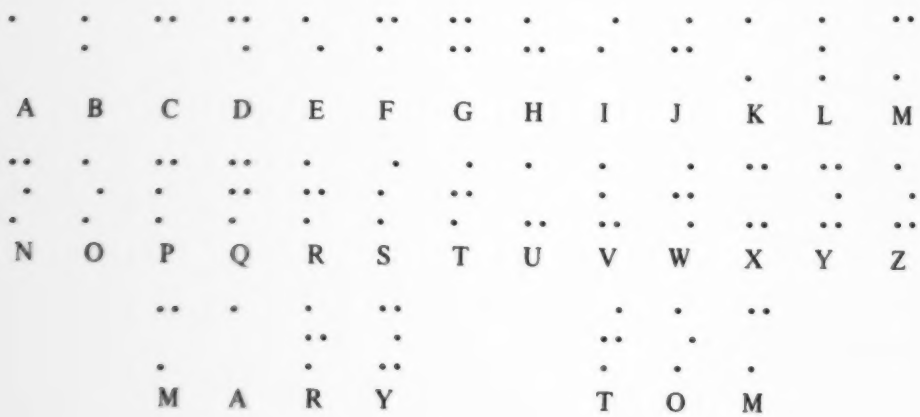
1. Children will describe how our eyes help us learn and enjoy the world.
2. Children will see and compare colors and shapes.

Resources/Materials

Numbers correspond to Child Activities.

2. Colored items: Red, blue, yellow, purple, green, orange, black, and white.
4. Various colors of tempra paint, art paper.
5. Various shapes and colors.
6. Book: SALLY CAN'T SEE by Palle Peterson, The John Day Co., New York, NY, 1977.

   This story describes the life of a twelve-year-old blind girl who is learning to read, swim, and ride a horse. It discusses the importance of Braille, the helpfulness of a long white cane and how Sally uses the other four senses to learn and enjoy the world.
7. Braille alphabet, dried peas, glue, paper.



9. Clear plastic glasses. One box food coloring. Tray for glasses, paper.
10. Puzzles.
11. Flash cards.
12. Water table, seed table, sand table, pails of pebbles.
13. Water colors, paper.
14. Colored chalk, vinegar or one quart buttermilk.
15. Finger paint or ivory soap and tempra paint, paper.

Child Activities

1. Play LOOK AND DO

   Have the children copy what you do:

put your hand up	shake your leg	walk around
walk in place	make big circles in the air	wave
turn your head	bend over	etc.
jump	sit	

   Discuss how they used their eyes to know what to do.

2. Hold up colored items. Have the children shout out which colors they see.

   Discuss how they used their eyes to see the colored items.

   Then have the children close their eyes tight and try to see what colors are being displayed.

3. Go on a walk. Find something enjoyable to look at. Describe that sight by saying, e.g.:

   See how that tree reaches so high.
   See how green the leaves are.
   See how the trunk is twisting and bumpy.
   Look at that bird nest.
   Look how wide the trunk is.
   Look around, are there any trees that are bigger?

   Discuss how we need our eyes to help us enjoy the world around us.

   Make a checklist of other things the children should look for on this walk.

an airplane	blue eyes	a feather
a butterfly	a hole in the ground	a stone too big to turn over yourself
a blue shirt	a log or tree stump	a spider in its web
an ant hill	a purple car	somebody riding a bike
a spider web	a rotten tree	
something red (not clothes)		

4. During art time, have the children experiment with different colors. Let them drop tempra paint onto paper and run their fingers through it to make different patterns. Look and see the different colors and patterns.

5. Have the children help you make a bulletin board using different shapes and colors. Have them match colors and shapes to the ones on the bulletin board.

6. Read SALLY CAN'T SEE by Palle Peterson.

7. Discuss how blind people must use their sense of touch to read. They use the Braille alphabet to do this. Help the children spell their names in Braille by glueing dried peas to paper. Children can close their eyes and 'read' their names.

8. Collect a variety of sea shells and display them. Look at them, feel them, smell them.

9. Fill several glasses of water, drop food coloring into water. Discuss what happens. Combine colors to make other colors.

10. Put simple puzzles together. Try to assemble them with eyes closed.

11. Play flash card games with children to develop visual discrimination.

12. Play in a water table, seed table, or sand table. Provide containers to pour back and forth.

13. Water color pictures - soak paper in water and have the children paint 2 or 3 colors on the paper. Watch the colors run together. Discuss what happens.

14. Dip colored chalk in vinegar or buttermilk and then draw.

15. Finger paint with soap suds tinted with tempra paint.

Topic: PHYSICAL HEALTH - FIVE SENSES - HEARING

Main Idea:

1. Children will list different sounds and distinguish which ones are soft, and which ones are loud.
2. Children will experience how hearing helps us to learn.
3. Children will list ways to communicate effectively with people who are hard of hearing.

Teacher Information

This lesson is designed to familiarize the children with how important our ears are a) to enjoy the world around us, and b) to help us learn.

Also that some people cannot hear.

Resources/Materials

Numbers correspond to Child Activities.

2. Various musical instruments: triangle, tone block, harmonica, etc.

3. Tape recorder and blank tape.

4. Empty coffee cans. Items to fill cans ¼ full: rice, cotton, marbles, water, tissue, popcorn, etc.

9. Book: SESAME STREETS SIGN LANGUAGE FUN
Random House Inc., New York, NY, 1980.

   Compiled in conjunction with the Children's Television Workshop.

   This excellent resource presents in sign language words grouped in such categories as the family, school, colors, playground, seasons, utensils and foods, woods, transportation, jungle, and feelings and emotions.

10. Book: CLAIRE AND EMMA by Diana Peter, The John Day Co., New York, 1977.

    This is a true story of two little girls who were born deaf. The text and photographs tell how they use a hearing aid and how they learn to lip-read and speak. It also describes how to relate to deaf people with friendliness and understanding.

SELF-ESTEEM ACTIVITIES

Sound Tray - articles that make different sounds. For example

a bell	egg beater	whistle
alarm clock	whisk broom	clicker
sea shell	tone block	triangle
can filled with beads		

Large tagboard for poster.

Child Activities

1. Discussion

   What body part do we use to hear?

   What are some different things we enjoy hearing?

   Someone's voice, music, laughter, a story, a band, etc.

   What are some things we hear in a park? zoo?

   Have the children imitate those sounds all at once; for instance, some can be birds, chipmunks, the wind, leaves swishing, etc. In imitating sounds in a zoo have the children choose their favorite animals to imitate.

   What are some things we hear at home?

   Have the children imitate these sounds all at once. Someone can be a blender whirling, lawn mower, running water, telephone ringing, vacuum, broom swishing, door slamming, etc.

   What are some things we hear when traveling?

   Have the children imitate these sounds all at once. Some can be trains, planes, cars, boats splashing.

2. Hide musical instruments and play them one at a time. Have the children guess which instrument they hear. First, play them one at a time for the children to hear and see.

3. Record the children talking or singing on a tape recorder. Play it back for them. Discuss how we can hear our own voice on the tape recorder, but it sounds different.

4. Make Sound Cans. Use empty coffee cans and fill each ¼ full. Use rice, cotton, marbles, water, tissue or popcorn. Cover with plastic lids. Shake each one briskly. Have the children identify the containers that sound similarly or arrange them from the loudest to the softest.

5. Discussion

   How do our ears help us learn?

   By allowing us to hear what someone is teaching us.

Who have you heard teach you?

Parents or guardian, day care or preschool teacher, sibling, friend, etc.

Name some things you have learned by being able to hear someone.

Why the sun shines, why birds sing, why I have to go to school, why I have to visit the dentist, etc.

We have to be able to hear directions the teacher gives.

Play: LISTEN AND DO

Ask all the children to do these exercises, but do not offer a demonstration.

a. Jump up and down on both feet. (Jump high or jump low.)

b. Jump forward and land on both feet; land on one foot; land on the other foot.

c. Jump backward and land on both feet; land on one foot; land on the other foot.

d. Clap hands and jump forward. Clap hands and jump backwards. Clap hands and jump sideways.

e. Take long steps and short steps either forward or backward or sideways, or take two long steps forward and one short step backward, etc.

f. Hopping: hop on one foot three times; then on the other foot three times. Or hop forward three times and hop sideways two times or hop backwards, etc.

Discuss how we have to be able to hear in order to learn.

6. Take the children for a walk. Notice different sounds. Ask the children to identify what they hear. Explain how important it is to take care of our ears so we can hear the wonderful sounds that go on around us.

7. Have the children listen for sounds:

very close to them	made by people
in the next room	made by machines
outside	made by animals, insects, etc.

8. ON DEAFNESS: Explain to the children that some people cannot hear well or maybe not at all. Ask:

   Do any of you know someone who is hard of hearing? Who?

   What if you could not hear?

   Have the children cover their ears; then talk to them with your hand over your mouth. Explain that if someone cannot hear well it is important to:

   a. speak clearly

   b. be close to the person when speaking

   c. look at the person so he/she can see your mouth form the words

   Deaf people have to use their sense of sight to help them understand what you are saying.

   What do we call this?

9. Teach them simple sign language words and concepts as found in SESAME STREET SIGN LANGUAGE FUN.

10. Read CLAIRE AND EMMA by Diana Peter.

11. Invite a guest speaker to talk to the children about deafness and demonstrate sign language. Contact your local or state Hearing Society to check if they send out speakers.

Self-Esteem Activity

Make a SOUND TRAY. Use items such as a bell, alarm clock, sea shell, etc. (See Resources/ Materials). Set it out for the children to experience. After they have listened, decide which is their favorite sound. Have them describe why it is their favorite.

Make a large poster entitled MY FAVORITE SOUND and list the children's names on it. After each name list that child's favorite sound from the SOUND TRAY or it may be a different sound.

Discussion.

Are you glad you can use your ears to help take care of you?

Who likes to listen to different sounds?

How can you use your ears to play a game with yourself when you are alone?

Some people say 'mothers have eyes in the back of their heads'. Can you guess what this means? Maybe mothers use their ears to tell them what is going on when they are not looking? Can you do that too?

Topic: PHYSICAL HEALTH - FIVE SENSES - TASTE

Main Idea:

See Nutrition activities.

Teacher Information

Snack or lunch time provides an excellent opportunity to explore the sense of taste. Use this time to help children identify foods with different tastes - salty, sweet, sour (spicy, bland, rich, also).

Also, encourage the children to notice how different foods have different textures.

Be aware of any food allergies the children may have.

Child Activities

For activities relating to the sense of taste, see the Nutrition section of Physical Health.

Topic: PHYSICAL HEALTH - FIVE SENSES - TOUCH

Main Idea:

1. Children explore the sense of touch and identify two things that have contrasting textures.
2. Children explain why it is important to be careful when we feel things.

Resources/Materials

Numbers correspond to Child Activities.

1. Paper bag. Items easily distinguishable by children: ball, cup, spoon, doll, block, book, etc.

2. Cotton ball. Items to feel with your feet: playdough, clay, sand, mud, confetti, etc.

3. Hot water bottle or heater, ice or refrigerator.

4. Things with different textures: cotton, smooth rock, rough wood, scratchy fabric, etc.

PARENT/CHILD ACTIVITY

TOUCH AND FEEL letter to parents, following.

Child Activities

1. Play WHAT'S INSIDE? Have the children sit around a paper bag that contains 2 or 3 items easily distinguishable by children (ball, cup, spoon, doll, block, book). As each child reaches into the bag, he/she tries to identify one object just by feeling. If correct, the child takes it out of the bag and a new object is put in its place. Continue until all the children have had a chance to guess what is inside the bag.

2. Discuss how we felt the objects in the bag with our hands but we can also feel with other parts of our bodies.

   We can feel with our skin. Rub a cotton ball on each child's arm, ask 'how does this feel'?

   We can feel with our feet. First, have the children wash their feet then use them to feel clay, sand, mud, and/or confetti.

3. Feel objects which have been warmed by a hot water bottle or placed near a heater or heating pad.

   Feel objects that have been cooled by the refrigerator or ice.

   Compare how one feels warm and the other feels cool.

   We can't see, smell, hear that things are cool or warm, we must feel (we can also feel with our mouths - which is taste).

But we must BE CAREFUL so we don't get burned or frostbitten by touching things that are too hot or cold for a long time. Being very careful of burns and frostbite are very important when experimenting with hot and cold.

4. Discuss how some things feel different than others (texture). Use examples of things with different textures. Include things that feel rough, smooth, soft, hard, etc. Make an art display of things the children collected and label them with which texture they exemplify. Have the children take turns identifying 2 things that have different textures.

Parent/Child Activities

Have the children take the letter TOUCH AND FEEL home and bring back things from home with different textures.

When the children bring back the items, have them glue them all together to make a texture sculpture. Put their names next to the item. Display to the parents as they pick up their children.

Self-Esteem Activity

Have the children show and tell about their texture sculpture made from items brought from home (see Parent/Child Activity).

ready...
set...
grow!

TOUCH AND FEEL

Dear Parent:

I am studying the sense of touch. I would like to explore this sense by collecting 5 items from home with different textures. I would like to take these items to school with me so I can make an art project from them. For example, I would like to find something scratchy, smooth, rough, hard, and/or soft to take back with me. Will you help me?

Thank you,

Your Child

Topic: PHYSICAL HEALTH - FIVE SENSES - SMELL

Main Idea:

1. Children will name two things they can identify using the sense of smell.
2. Children will identify one thing by a) sight and smell, and b) taste and smell.

Teacher Information

When discussing smells stress safety first. Please refer to the Safety section for lesson plans regarding Danger Warnings.

Resources/Materials

Numbers correspond to Child Activities.

3. Household items for smelling game. Sample items: perfume, strong cleaning agent, soap, moth balls, chili powder, shoe polish, peppermint extract, nail polish, shampoo, cinnamon, bleach, chocolate, vinegar.

5. Cooking facilities, muffin, cookie, or cake recipe and ingredients.

6. Fragrant items for artifacts table. Items for table: cedar wood, soap, pine cones, sachet, rubber, cork, etc.

7. Spices, tagboard, and glue.

PARENT/CHILD ACTIVITY

Letter to parents, following.

Child Activities

1. Review that the nose is the sense organ for smell.

2. Visit shops or stores that have distinctive smells (bakery, floral shop, restaurant, cosmetic counter in a department store, etc.).

3. Have a smelling game using a variety of foods and household items. Put these in small jars and have the children try to identify what is in each jar by using their sense of smell. Have them identify food smells, sweet, chemical-like. Ask them to name which ones smell dangerous, which ones smell like food. This activity works best if done in a small group with someone (maybe an older child) on hand to assist. Another alternative is to have the children take turns while others are engaged in a large group activity or free play.

4. Take a walk with the children and have them smell things found outside. A yellow flower, evergreen tree, garbage can, oil or gas, tree bark, etc. Identify safe smells and unsafe smells when doing this. Discuss how we use our eyes to look for things to smell. Have the children take turns looking for something to smell.

5. Bake muffins, cookies, or a cake. Watch the batter and smell the aroma as it turns into a sweet treat. Taste the final product.

6. Help children collect fragrant items for an artifacts table.

7. Make a spice picture that smells. Use cinnamon, cloves, pepper, nutmeg, ginger, etc.

8. Have the children take turns putting on a blindfold. Have them each try to identify an article on the artifacts table or spice picture using their nose only.

Parent/Child Activity

Have the children take their spice pictures home to share with parents (Activity number 8). Send home letter to parents, following.

Self-Esteem Activity

Make a large chart entitled MY FAVORITE SMELL and list all the children's names on it. Have the children take turns during full group time to name their favorite smell. Record it on the chart.

ready... set... grow!

Dear Parent:

I've been building you a picture
that smells so very good.

I've been working very hard at this,
but then, I knew I could!

Love,

Your Child

physical health

Hygiene

Basic Concepts:

1. It is important to keep clean.
2. We keep clean by washing our bodies regularly.
3. We should always use a tissue when sneezing.

Extended Concepts:

1. Germs can get into our bodies and make us sick.
2. Washing helps keep germs away.
3. Using a tissue when sneezing helps stop the spread of germs.
4. Head lice can be prevented.
5. Doctors and nurses help us keep germs out of our bodies with immunizations.

Topic: PHYSICAL HEALTH - HYGIENE - GOOD GROOMING

Main Idea:

1. Children will name at least one reason for maintaining personal cleanliness and good grooming.

Teacher Information

Personal grooming and cleanliness if learned at an early age will become a lifelong adopted behavior.

'Germ' is a term that young children can understand when explaining cleanliness as a method of preventing some communicable diseases. 'Germ' can be defined to the children as tiny living things that can get into our bodies and make us sick.

Cleanliness is important in preventing the spread of disease.

Children must practice good hygiene techniques EVERY DAY.

Resources/Materials

Numbers correspond to Child Activities.

2. Song: WASHING SONG
(Tune of Jingle Bells)

I like to keep
my body clean.
It makes me feel so neat.
I wash myself ev'ry day
from my head down to my feet.

I wash my hands
at bathroom time,
when I eat and after play.
Washing makes me oh so clean,
it's the happy, healthy way.

3. Filmstrip projector, cassette player, filmstrip: CLEANING UP from Being Healthy Series.

Eye Gate Media Inc.
146-01 Archer Avenue
Jamaica, NY 11435

PARENT/CHILD ACTIVITY

Letter to parents, following.

Child Activities

1. Discuss the importance of staying clean and well groomed. Some important points to bring out are:

   Staying clean makes us feel good.

   Staying clean will help keep germs from getting into our bodies and making us sick.

   We look best if we keep our hair combed, our body clean and our teeth brushed.

   We smell fresh when we keep our bodies clean.

   We should always wash our hands before and after we eat, after we use the toilet, whenever our hands are dirty (to keep germs away).

   After washing up, remember to clean fingernails, elbows, knees, ears, and nose.

   Baths are the best way to clean the whole body.

2. Teach the WASHING SONG. Sing whenever the children prepare for meals or snacks.

3. Show filmstrip CLEANING UP from Being Healthy Series.

Self-Esteem Activity

In full group, children take turns saying why it is important to them to keep clean and well-groomed.

Parent/Child Activities

Send home copy of letter informing parents about child's activities in learning about cleanliness and good grooming. See letter to parents, following.

ready... set... grow!

Dear Parent:

Today I learned that it is very important to keep my body clean and neat. Keeping clean is important because germs are all around me and they might get inside my body and make me sick.

I also learned that I should keep my hair clean and combed.

If you help me, I will remember to wash my hands before eating, going to the bathroom, and whenever they are dirty. You can also help me remember to keep my hair combed and to brush my teeth every day.

Thanks,

Your Child

Topic: PHYSICAL HEALTH - HYGIENE - WASHING

Main Idea:

1. Given the opportunity to observe and practice the proper technique for washing hands and face and combing hair, children will perform the technique with reasonable skill and success.

Teacher Information

To learn the skill of washing, children need to practice the technique along with observation.

Having the children practice on dolls develops fine motor and manipulative skills.

A tub of warm water out on the lawn for the children to use while learning this skill makes a good outdoor activity.

Resources/Materials

Numbers correspond to Child Activities.

1. Doll, tub half filled with warm water, washcloth, soap, nailbrush, comb and towel for demonstration and practice.

2. DITTY BAG - one for each child.

   Items for bag:
   - Soap
   - Washcloth
   - Hand Towel
   - Comb
   - Bag (with child's name on it)

Child Activities

1. Using a doll, demonstrate how to soap up a washcloth and wash face and hands.

   Stress:
   - Keeping soap out of the eye area
   - Getting the fingernails clean
   - Rinsing well
   - Drying completely

   Allow the children to practice washing face and hands on dolls.

2. Have the children use the articles in their DITTY BAG to wash themselves. A mirror will allow the children to see themselves while doing this.

3. Demonstrate combing the doll's hair (or demonstrate on a child).

   Allow the children to practice combing the doll's hair.

4. Have the children comb their own hair. Make sure that each child has his/her OWN comb or brush.

   See Hygiene Lesson - HEAD LICE.

Self-Esteem Activity

Make a chart for each child WHEN I WASH MY HANDS. Give a gold star for each time the child washes hands before meals/snacks, after using the toilet or whenever hands are dirty.

Topic: PHYSICAL HEALTH - HYGIENE - SNEEZING

Main Idea:

1. Children will tell why it is important to use a tissue when sneezing.
2. With reasonable skill, children demonstrate how to use a tissue when sneezing.

Teacher Information

These activities can be easily adapted to include hygiene practices for coughing.

Always stress that hands should be washed after coughing into them.

Resources/Materials

Numbers correspond to Child Activities.

1. Spray bottle (or plant mister) with water in it. Bread or cottage cheese, plastic bag.
2. Tissue for each child.
3. Colored substance: shaving cream tinted with food coloring, finger paint, lipstick, or chalk, etc.
4. Face and hand pattern, following.

Child Activities

1. Sneezes spray germs from your nose into the air. If anyone is near you when you sneeze, that person could catch your cold.

   Demonstration:

   Show the children how a sneeze can 'spray' germs around by using a spray bottle filled with water. Squeeze the grip and say 'Ah-choo' simultaneously. Have the children notice how the mist spreads around. Compare this to a sneeze spreading germs to others.

   Experiment:

   To show the presence of germs in sneezes, 'sneeze' onto a piece of bread (if available, use bread with no preservatives). Place the bread in a plastic bag and put it in a warm (not sunny) place. Observe growth of molds. (Cottage cheese can also be used.)

2. A sneeze can be 'caught' in a tissue before the germs are spread around. (Disposable tissues are preferred to a handkerchief: Why carry a cold in your pocket?)

Demonstration:

Show the children how to 'catch' a sneeze with a tissue (toilet tissue is appropriate also). Have them play GOTCHA! Using both hands, children hold a tissue up to their nose. They shout 'Ah-choo' into the tissue 'catching' it between their hands. They squeeze hands together and shout GOTCHA trapping the germs in the tissue. Children then throw tissues away and say 'Bye-bye germs'. After demonstration with reasonable skill, children should wash their hands.

3. Sometimes we don't have a tissue or a handkerchief when we have to sneeze. Sneezing into the air away from people is better than sneezing into the hands. Germs are transferred by dirty hands: air will weaken germs or kill them.

   Demonstration:

   To show the exchange of germs by hands, put a colored substance on one child's hand (finger paint, lipstick, shaving cream tinted with food coloring, or chalk). Have the child touch the doorknob and another child touch it after. Display the exchange of color. Explain that a sneeze is like the paint and if germs are present they are passed on to the next person. And the two people didn't even touch!

   Have the child with paint or shaving cream on hands shake hands with another child and display exchange of color.

4. Art Activity.

   Using the following pattern, have the children glue a tissue near the mouth of the child's picture. Cut out the hand and glue it over the tissue. Print the name of each child on her/his picture (activity courtesy of Stepping Stones Day Care, St. Paul, MN).

Self-Esteem Activity

Discussion:

Who treats others better - someone who spreads germs or someone who uses tissue and washes their hands?

How do you feel about yourself when you remember to use a tissue and wash your hands?

Can you learn and remember how to use good hygiene?

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Topic: PHYSICAL HEALTH - HYGIENE - HEAD LICE

Main Idea:

1. Children will describe what head lice are and list three ways to prevent head lice.

Teacher Information

Head lice (pediculosis) is a communicable disease that children are particularly susceptible to. It is especially prevalent among them because children have a tendency to be physically close to each other while playing and working.

When discussing head lice, it is especially important to keep in mind that one or more of the children may have had head lice. If a case of head lice has been identified, ask the children to try not to rub heads together. Be careful not to call attention to the infested child. The avoidance of touching is not recommended as a precautionary method unless a case has been identified. Children need to touch and be touched by others, which is far more important than the relative risk of becoming infested.

Resources/Materials

Numbers correspond to Child Activities.

1. Straight pin.

2. Poem:

HEAD LICE ARE NOT NICE

Head lice, head lice
Are not at all very nice.

They make you itch and scratch all day.
They make you wish they'd go away.

I won't become a head lice home.
Cause I won't share my brush or comb.

And I'll stay free from little foes,
Cause I won't share my hat or clothes!

PARENT/CHILD ACTIVITY

Parent letter, HEAD LICE, following.

Child Activities

1. Discussion.

Sometimes, no matter how much we try to keep clean, problems may still occur.

Have you ever heard of head lice?

Head lice are tiny, tiny insects that live in people's hair. They are about as small as a head of a pin - one could sit on top of a pin without falling off! (Show the children a common pin to demonstrate this.)

Explain the symptoms of head lice:

Scratching and itching.

Tiny eggs (nits) found on the hair near the scalp.

Explain how one catches head lice:

When someone has head lice and your heads touch, lice might crawl on your head.

Using a brush or comb that belongs to someone who has head lice.

Wearing clothing, hats, scarves that belong to someone who has head lice.

How can you keep from getting head lice?

Wear only your own clothes, hat, scarf, etc. (lice might be inside someone else's hat).

Use only your own brush or comb (lice might be on the comb or brush).

Stress that having lice does not mean someone is dirty.

2. Teach the poem HEAD LICE ARE NOT NICE to the children.

Parent/Child Activity

Send home HEAD LICE parent letter, following.

Dear Parent — *For Your Information*

HEAD LICE (PEDICULOSIS)

The head louse is one of three types of lice that infest people. Head lice are tiny insects (about 1/10 to 1/8 of an inch long) that make their home in human hair and feed on human blood. They multiply rapidly, laying little silvery-colored oval-shaped eggs (called nits) which they glue to the base of the hair, close to the scalp.

Although it's hard to see head lice, you can see the nits if you look closely. They are most often found in the hair at the back of the head and neck and behind the ears. Nits should not be confused with an accumulation of hair spray or dandruff. Dandruff can be easily flicked off the hair; nits cannot because they are firmly attached to individual hairs.

Anyone can get head lice. They are not a sign of being dirty. Most people don't know they have lice until they see them. One telltale sign of head lice is a persistent itching of the scalp which is sometimes accompanied by infected scratch marks or what appears to be a rash.

Head lice have no wings and do not fly or jump, but they spread quickly. You can 'catch' head lice through:

1. direct contact with an infested person;
2. personal items such as combs, brushes, other hair-care items, towels and pillow-cases which are shared;
3. clothing, headgear (hats, scarves, football helmets), ribbons and other head coverings which are shared.

Shared school lockers and unassigned wall hooks for coats have been associated with higher rates of infestation than individual lockers and assigned coat hooks.

If you have questions concerning diagnosis and treatment of head lice, call your doctor. The recommended treatment includes shampooing with either a prescription or non-prescription medicated (lice-killing) shampoo. Some physicians recommend repeating this treatment one week later. The lice are killed with one treatment; however, some nits may survive the first treatment but will be killed during the second.

Dead nits do not fall off the hair after treatment. Because they are strongly cemented on, they are often difficult to remove. Removal of nits after treatment is for cosmetic reasons only and is not necessary. Nits remaining in the hair after treatment should not be confused with live nits. Head lice lay their eggs very close to the scalp and they hatch before the hair grows more than one-fourth inch. Nits found any farther along on the hair shaft than one-half inch will have already hatched and been killed during treatment.

Head lice cannot survive off the human body for more than two days. They do not reproduce off the body. They do not live on pets. Any nits which fall off the head will not hatch. To keep head lice from returning, you should:

1. Wash bedding in hot water (above 130° F) and dry in a hot dryer or iron with a hot iron. Wash and dry recently worn clothing (including coats, caps and scarves) in hot temperatures. Clothing or bedding that cannot be washed may be dry cleaned or sealed in a double plastic bag for two weeks.

(Continued)

For Your Information - continued

2. Disinfect combs, brushes, and similar items by:

   -Soaking in the medicated shampoo for four or ten minutes (the same length of time left on hair according to directions on the shampoo label), or

   -soaking in a 2% Lysol solution for one hour, or

   -heating in water of at least 130° F for 10 minutes.

3. Clean floors, furniture and carpeting by thorough vacuuming only.

   The use of insecticide sprays is not recommended.

When it is known that head lice are present in a community, parents are encouraged to check their children's heads for lice on a regular basis throughout the entire year. Remember, if one person in a family, camp, or school has head lice, there's a chance others will too. Check everyone and use the same treatment if necessary.

The Minnesota Department of Health makes the following recommendations to schools concerning head lice:

Infested children should be dismissed from school until the first shampoo treatment is completed.

Parents of children in a classroom where head lice have been found should be informed and asked to check for possible lice in their children's hair.

School districts should make their own recommendations on 'head checks' after the first case is identified.

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Topic: PHYSICAL HEALTH - HYGIENE - THE DOCTOR AND NURSE

Main Idea:

1. Children will describe how doctors and nurses help us stay healthy by giving us immunizations and check-ups.

Teacher Information

Children should learn that immunizations are a way of fighting germs that can get into our bodies and make us very sick. Some parents may object to immunizations for religious and other reasons, so it's a good idea to check with them before teaching about immunizations.

Resources/Materials

Numbers correspond to Child Activities.

2. Poem: I GO TO SEE THE DOCTOR

I go to see the doctor
sometimes I get a shot,
I guess it makes me stronger -
A kind of Supertot!

Those nasty germs can make me sick
with polio and mumps.
But being immunized with shots,
Will keep me free from cheeks with bumps.

I know sometimes it hurts.
I know sometimes its sore.
But I'll be brave and get the shot,
cause germs can hurt me more!

3. Book: THE BERENSTAIN BEARS GO TO THE DOCTOR
Stan and Jan Berenstain, Random House, New York, 1981.

Dr. Grizzly gives the Berenstain cubs a regular checkup.

4. Book: MY DOCTOR
Harlow Rockwell, Macmillan Publishing Co., Inc., 866 Third Avenue, New York, NY 10022, 1973.

Excellent pictures and simple phrases describe a young child's visit to the doctor's office. Features a female physician.

Stethoscope

Child Activities

1. Ask: Has anyone ever had a shot from the doctor or nurse?

   We have shots, called immunizations, to make our bodies strong enough to fight germs that may get into our bodies and make us sick.

2. Teach the poem I GO TO SEE THE DOCTOR.

3. In addition to getting immunized, we sometimes have to go to see the doctor/nurse to get a check-up. This is how we know that our bodies are strong and healthy. Read THE BERENSTAIN BEARS GO TO THE DOCTOR.

4. If available, use a stethoscope to let the children hear their own hearts. Ask a public health nurse or a doctor to come and talk to the children about check-ups.

   Ask them to demonstrate some of the things that happen at a physical examination, blood pressure, heart beat, checking the throat, etc. Before the doctor/nurse arrives, read MY DOCTOR by Harlow Rockwell.

physical health

Dental

Basic Concepts:

1. Teeth are important for chewing, speaking and smiling.
2. We take care of our teeth by brushing them twice a day.

Extended Concepts:

1. Brushing with a fluoride toothpaste makes our teeth stronger.
2. The dentist and hygienist are our smile helpers.
3. We must be careful when playing so we don't damage our teeth.

Topic: PHYSICAL HEALTH - DENTAL - SMILES ARE UNIQUE

Main Idea:

1. Children will describe two unique features of their teeth and smile.

Teacher Information

Positive self-image also includes a nice smile. Each child's smile is an important part of pride and self-esteem. A happy, healthy smile is essential to an overall sense of well-being and each child's own unique smile should be recognized.

Resources/Materials

Numbers correspond to Child Activities.

1. Large tooth model (contact the American Dental Association for a catalog of dental teaching materials).

   American Dental Association
   Bureau of Health Education & Audiovisual Services
   211 East Chicago Ave.
   Chicago, Illinois 60611

2. Mirror, paper plates, construction paper, glue, tongue depressors or popsicle sticks (for handle), scissors, and crayons.

Child Activities

1. SMILES ARE UNIQUE.

   Have the children form a circle, turn to their nearest friend and smile at each other. Have each child describe what they saw when they looked at the other child's smile. Show them a large model of a set of teeth. Ask:

   How are everyone's teeth the same? How are they different?

   Are all teeth the same size? Which ones are bigger?

   Are teeth close together or far apart?

   Are anyone's teeth missing? Why do these teeth fall out?

   When children get older their baby teeth fall out and permanent teeth replace them, or sometimes children fall and a tooth may be knocked out.

   What color are gums?

   Gums are light pink and are there to hold teeth in place.

Do any teeth have fillings in them?

Sometimes teeth need to be fixed and the dentist may need to fill the hole so food can't get stuck in it.

2. Art Time.

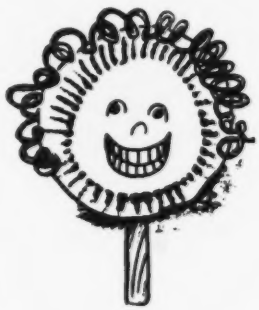
Have the children look in a mirror, then make plate masks of their faces and teeth.

Directions:

a. Have the children draw pictures of their eyes, ears, nose, hair and smiles (including teeth) on a paper plate.

b. Glue the stick on as a handle.

c. Call attention to how each plate mask is different.



Self-Esteem Activity

Have the children take turns describing the 'mask' they made of themselves. Describe how each is different, how each is beautiful.

Have the children bring in photos of themselves smiling, display them on a bulletin board. Title the bulletin board OUR SMILES.

Parent/Child Activity

Send home smile picture made in class.

Topic: PHYSICAL HEALTH - DENTAL - TEETH ARE IMPORTANT

Main Idea:

1. Children will state two reasons why their teeth are important.

Teacher Information

The importance of healthy teeth must be stressed to the children at an early age to begin motivation toward good dental health habits.

Resources/Materials

Numbers correspond to Child Activities.

1. Magazines, scissors, paper, glue, bulletin board or large piece of tagboard.
2. Dish of applesauce and hard apple for each child (or use celery or carrot).
3. Materials to construct puppet: teeth puppet page (following), scissors, transparent tape, crayons.

Child Activities

1. Have the children create a collage for the bulletin board on the subject of healthy teeth and smiles using cutouts from old magazines. Include: people smiling, brushing teeth, pictures of toothpaste, etc.

   Why are teeth so important?

   Teeth help us to talk. Without teeth, letters like 's' and 'th' would be hard to say.

   Teeth are part of our smiles, a nice set of teeth helps to make our smile nice.

   Teeth help us to chew our food into small pieces; without teeth we could not eat many of the foods that we like, such as corn on the cob, hard apples, carrot and celery sticks, and many more. Ask the children to name one food they could not eat if they had no teeth.

2. Demonstrate why teeth are necessary to chew some foods. Have a child eat some applesauce and ask if it needed to be chewed (with teeth). Next have the child try to eat an apple without using the teeth, then have the child bite and chew the apple - demonstrating the power of his/her teeth. Carrots or celery may also be used for this exercise.

3. Have the children create puppet of the teeth. (From THE ORGANIC PUPPET THEATRE)

   a. Show a picture or model of the teeth and discuss how they make quick work of food. Emphasize the position of the teeth in the mouth. Have children think about how they chew their food. For a graphic example, have them eat a cracker; one bite's worth a thousand words. You can also discuss the importance of the tongue in positioning food for the teeth.

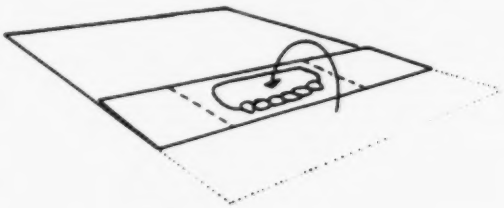
b. Before handing out the puppet page, ask the youngsters if they have ever heard the expression 'you sound like you have a frog in the throat'. (They may have, but we bet they've never seen one!) Now hand out the puppet page and introduce that dandy frog.

c. Have the children draw a large tongue, filling the space beneath the frog. (See puppet page.) (No tadpole-size tongues.) Color it red. Color the frog. We've seen orange and yellow frogs along with the 'standard issue green'. (There have even been a few sporting buttons and pockets.)

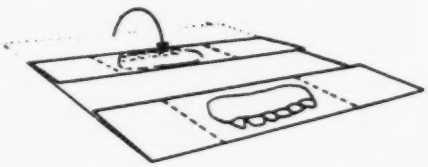
FOLDING THOSE CHOPPERS

a. Make all the following folds VERY firm.

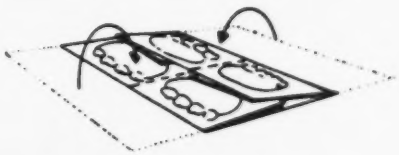
b. Turn the frog face down. Fold the top portion back to the solid black line, exposing the front teeth.



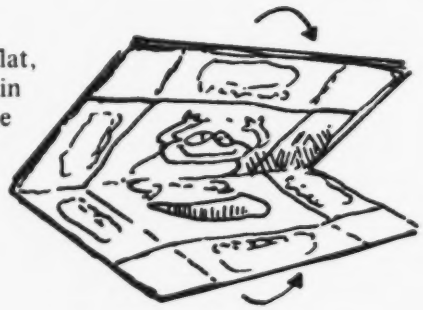
c. Next, fold the lower teeth portion back to the solid black line, exposing the lower set of teeth.



d. Now, fold the side teeth toward the middle, up to the solid black line on each side.

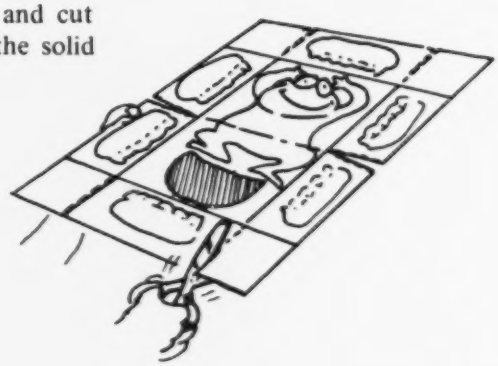


e. Open the folds and lay the paper flat, frog side up. Now fold the paper in half, the frog folding down over the tongue.



FOLD, CUT, AND TAPE THOSE CHOPPERS

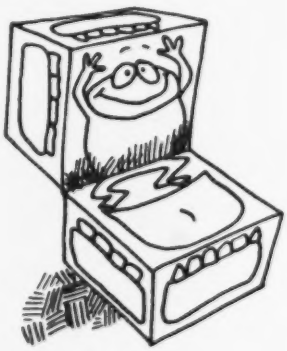
a. Open the paper once again and cut all SIX dotted lines up to the solid black lines.



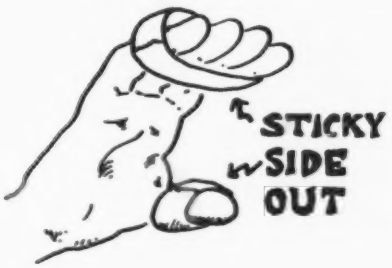
b. Turn the paper over again, frog-side down. Now bring all the teeth sides up to form two boxes, making sure that the flaps do not cover the teeth. The gleaming teeth should show on every side.

c. Next tape each flap to the inside of the front upper and lower teeth. Tape the sides of the front upper and lower teeth on the outside corners.

d. Presto - teeth! Open wide to see the frog in the throat or close them to simulate the teeth snug in the jaws.



e. Make a simple hand strap to hold the puppet, fingers on the top and the thumb on the bottom. (It's the natural position to manipulate the puppet.) Wrap a piece of masking tape, sticky side up, around the children's fingers and press the tape against the 'roof' and 'floor' of the mouth.



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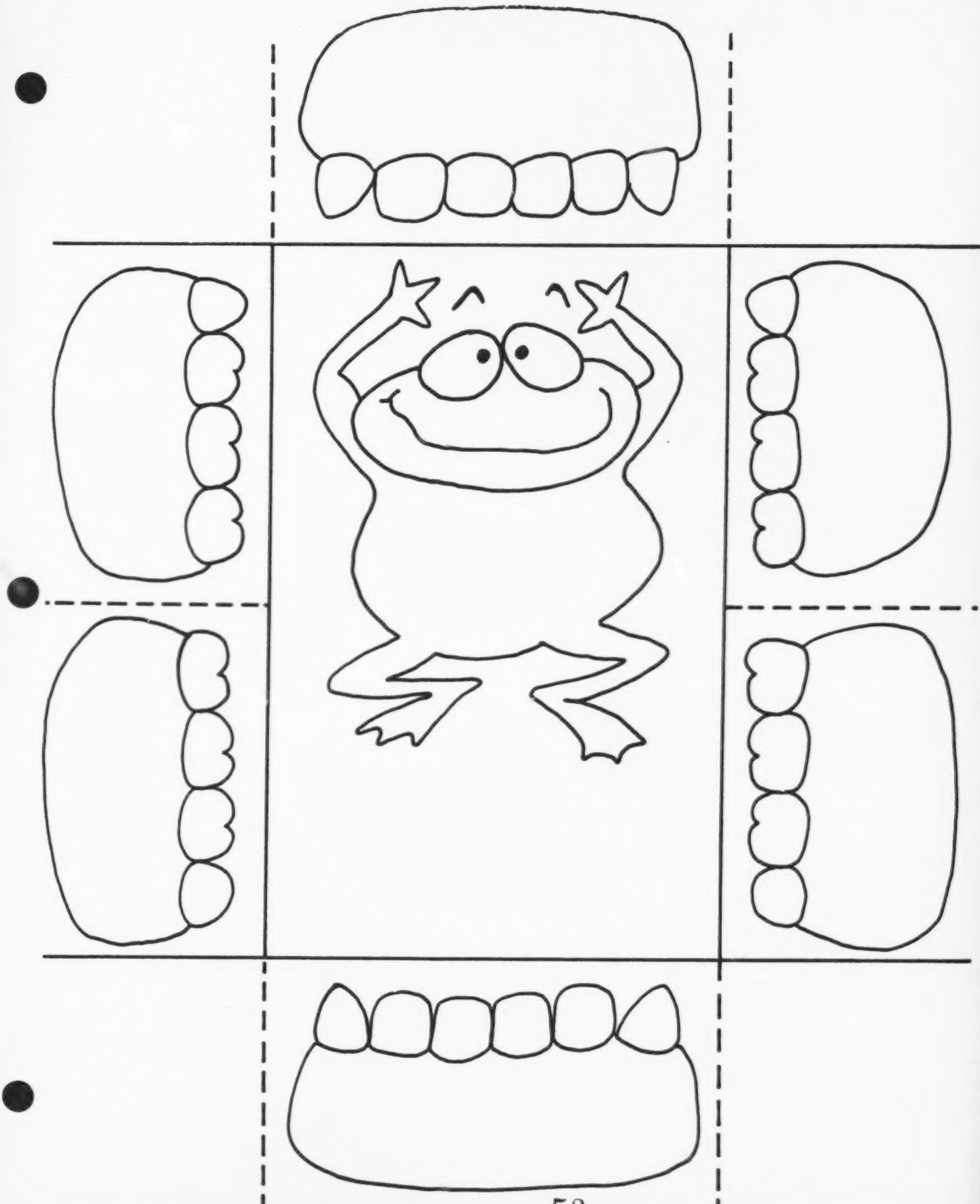
Self-Esteem Activity

Have each child demonstrate how strong his/her teeth are during snack time by eating an apple.



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Topic: PHYSICAL HEALTH - DENTAL - TOOTH BRUSHING

Main Idea:

1. Children will state two reasons why it is important to brush their teeth.
2. Children will demonstrate the correct technique for brushing their teeth.

Teacher Information

Good dental health practices must begin at an early age to instill good oral hygiene habits throughout a lifetime.

Currently accepted brushing technique involves the use of a 'soft'-bristled toothbrush. Brushing motion should be around in a circular motion making sure to touch the teeth as well as the gums.

Resources/Materials

Numbers correspond to Child Activities.

2. Large model set of teeth and toothbrush.

3. Rhythmic Activity.

BRUSHING SONG
by Cindy Johnson

I went to see the dentist kind;
(Walk in place)

He told me what to do.
'Be sure to brush your teeth' he said
(Make brushing motions)

I surely will; will you?
(Point to self, then to others)

Morning, noon and evening time,
after I eat each day.
(Pretend to eat)

I'll brush and brush and brush my teeth.
(Make brushing motions)

In this very special way.

5. THINGS THAT MAKE MY SMILE BEAUTIFUL poster, following.

Child Activities

1. Discussion.

   Why is it important to take care of our teeth? How do we take care of them?

   Appearance - brushing removes food from the teeth and gums. It makes teeth shiny and bright.

   Clean teeth feel better - after brushing, teeth feel clean and the mouth tastes good and fresh.

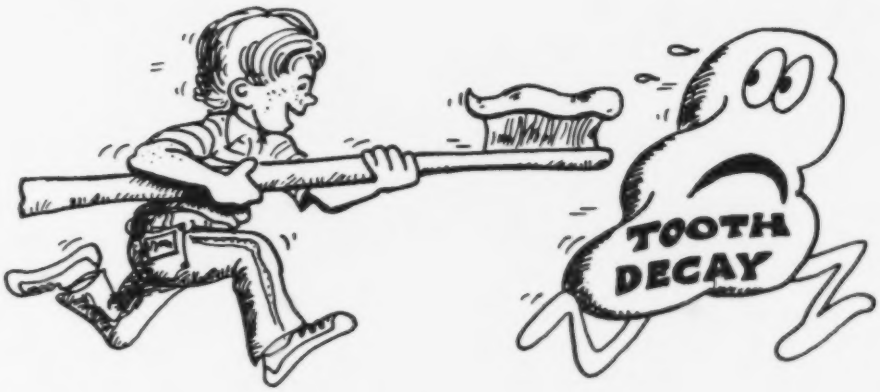
   Brushing prevents gum disease, brushing removes food and debris.

2. Demonstrate the currently recommended toothbrushing technique using a large set of teeth and brush. Explain that teeth should be brushed at least 2 times daily with fluoride toothpaste.

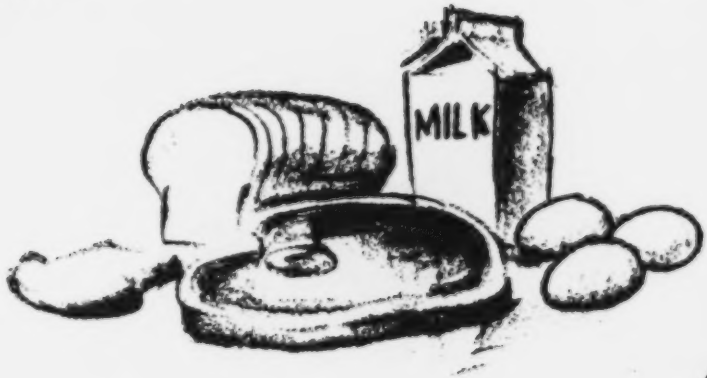
3. Teach BRUSHING TEETH rhythmic activity.

4. Start a daily brushing program.

5. Describe and display the poster, THINGS THAT MAKE MY SMILE BEAUTIFUL.



THINGS THAT MAKE OUR SMILES BEAUTIFUL!



Topic: PHYSICAL HEALTH - DENTAL - TOOTH SAFETY

Main Idea:

1. Children will state two activities that may cause harm to teeth and will describe how to avoid these activities.

Teacher Information

Many dental accidents occur because of carelessness and rough play. Children need to be made aware that injury can occur when safety rules are not followed. This lesson should be reinforced throughout the day rather than taught as an individual lesson.

Child Activities

1. Talk about accidents to the teeth and mouth. Reinforce these ideas throughout the day.

   Rough play such as pushing and pulling - especially when at the drinking fountain.

   Falls can be caused by leaving objects lying around the floor, put toys away after playing.

   Putting pencils or hard objects in the mouth and biting on them is not safe for teeth.

   Failure to wear seat belts while riding in the car.

   Carelessness around playground equipment; always watch for others at play - on swings, slides, etc.

   Running too fast around home, school or playground.

Parent/Child Activity

Send home letter to parents, following.

ready... set... grow!

Dear Parent:

We are learning about dental health. We are learning that the best way to take care of teeth is by:

- brushing them twice a day
- using a fluoride toothpaste
- visiting the dentist and hygienist
- playing safely to avoid injuries to the mouth and teeth

You can do a lot to help your child keep a healthy smile by reinforcing these ideas at home.

Keep Smiling,

(Teacher)

P.S. You may be interested in asking your dentist about fluoride application and sealants which seal the tooth from decay.

Topic: PHYSICAL HEALTH - DENTAL - THE DENTIST AND HYGIENIST

Main Idea:

1. Children will describe two functions of the dentist and dental hygienist and the importance of a dental visit.

Teacher Information

Be sure to stress to the children that both girls and boys may enter either profession of dentistry or dental hygiene.

Resources/Materials

Numbers correspond to Child Activities.

1. Book: MY DENTIST by Harlow Rockwell, Greenwillow Books, New York, 1975.

2. Dental x-rays may be obtained from any local dental office per request.

4. Arrangements to have a dentist or dental hygienist visit the classroom can be made through the local district dental society.

6. Book: BUGS BUNNY GOES TO THE DENTIST by Seymour Reit, Golden Press, Western Publishing Co., Inc., Racine, Wisconsin.

7. Book: A VISIT TO THE DENTIST available from the American Dental Association, 211 E. Chicago Avenue, Chicago, Illinois 60611.

Child Activities

1. Read MY DENTIST by Harlow Rockwell.

2. Describe the job of the dentist.

   to check teeth for cavities
   to repair teeth that need to be fixed
   to help keep our teeth healthy
   to be our friend

3. Describe the job of the dental hygienist.

   to polish teeth to make them shine
   to take pictures (x-rays) of our teeth (show x-rays)
   to treat teeth with flouride gel, to strengthen teeth
   to instruct children how to brush their teeth correctly

4. Arrange to have a dentist or dental hygienist visit the classroom.

5. Discuss the importance of an annual dental visit.

   Teeth must be routinely cleaned, x-rayed and examined.

   Dental cavities must be fixed as soon as possible to prevent an early loss of the tooth.

   Healthy teeth are important for chewing, a nice smile, and to help us speak.

   The dentist and dental hygienist help us to keep our teeth healthy.

6. Read BUGS BUNNY GOES TO THE DENTIST by Seymour Reit.

7. Read A VISIT TO THE DENTIST.

Self-Esteem Activity

Have children take turns describing their own personal experiences at the dentist's office.

Topic: PHYSICAL HEALTH - DENTAL - PREVENTING CAVITIES

Main Idea:

1. Children will define cavity.
2. Children will describe that fluoride makes teeth strong and cavity-resistant.

Teacher Information

Current research suggests that the best way to prevent cavities is with fluoride. This includes topical application, fluoride rinsing (for children age 5 and up), fluoride in drinking water and/or brushing with a fluoride toothpaste.

This lesson will focus on brushing with a fluoride toothpaste since brushing may be the only option within the child's control.

Fluoride in local drinking water is an excellent way to ensure its ingestion but is often a controversial issue. Topical application (applying it directly on teeth) is done in the dentist's office and therefore is the responsibility of the parent. Rinsing with fluoride is usually not done with preschool-aged children because they will very likely swallow it. The difference between swallowing the rinse and ingesting it from drinking water is that a rinse is of much higher concentration and should not be swallowed. Too much fluoride can cause a discoloration of the teeth.

Resources/Materials

Numbers correspond to Child Activities.

1. Mr. Fluoride Toothpaste. Tube of fluoride toothpaste approved by the American Dental Association, small round styrofoam ball, felt-tip pen to draw face on ball. Draw a face on the styrofoam ball and place it on the cap end of the toothpaste tube.

2. One toothbrush per child, water for rinsing.

3. Apple, paring knife.

   Several days before doing this activity, cut a small hole in an apple and let it sit at room temperature. The hole represents a cavity on the surface and will discolor a larger area under the apple skin. Also, paint the other half of the apple with glue or paste and let it harden. This will represent how fluoride protects teeth.

Child Activities

1. Introduce Mr. Fluoride Toothpaste.

   'Today we have a special friend to meet. His name is Mr. Fluoride and he is hear to tell you how to make your teeth very, very strong!'

   Mr. Fluoride:

   'Does anyone know what a cavity is? It is a small hole in your tooth that makes the tooth weak. When a tooth has a cavity in it, the dentist has to repair it by filling the hole with metal.'

   'But did you know that you can make your teeth very, very strong by brushing them with Mr. Fluoride Toothpaste?'

   'You sure can! I make teeth strong and mighty so they won't get cavities (holes) in them!'

   'You should brush with me two times EVERY day so I can make YOUR teeth super-strong!'

   'Let's practice using me right now!'

2. Have the children brush with Mr. Fluoride Toothpaste. While they brush, reinforce how Mr. Fluoride is making their teeth very strong.

3. Prepare an apple to look like a tooth with a cavity (see Resources/Materials).

   Cut the apple in half to display how the hole looks on and under the surface.

   Discuss how this is what a cavity looks like in a tooth. The surface hole is very small but the decay is actually bigger under the surface. Reinforce how Mr. Fluoride Toothpaste can protect teeth from cavities by making the teeth strong.

To demonstrate the strength of Mr. Fluoride Toothpaste, show the children the other have of the apple that was painted with glue or paste.

Have the children feel how hard and strong it is. This is similar to how Mr. Fluoride makes our teeth hard and strong.

physical health

Nutrition

Basic Concept:

1. There is a wide variety of food.

Extended Concepts:

1. A food may be prepared and eaten in many different ways.
2. The stomach helps digest food by churning and mixing it with liquid.
3. Nutritious foods are important to health, growth and energy.

Topic: PHYSICAL HEALTH - NUTRITION - FOOD IDENTIFICATION

Main Idea:

1. Children will be able to identify food and non-food items.
2. Children will be able to identify different foods.

Teacher Information

ADEQUATE NUTRITION FOR CHILDREN

'Adequate' nutrition for children during the early years is essential for good health and for proper growth and development. Investigations in developmental nutrition focus on the possible connections between adequate nutrition and a preschool child's behavior, and the ability to learn (Winick 1976). Other research in the area of nutrition and disease suggests that life-long good health and nutrition habits may result in healthier adult years and perhaps a lower incidence of chronic diseases (Ahrnes and Conner 1979). Food identification is the critical introductory step needed to increase children's familiarity with and their acceptance of different foods. We often assume that all children are familiar with celery, pancakes, or broccoli. Frequently, adults are surprised when children reject a food that they have not previously known about, yet we teach children not to put strange things in their mouths! Surely the first step in food acceptance is familiarity with a new food. (Herr, Judith and Morse, Winifred FOOD FOR THOUGHT: NUTRITION EDUCATION FOR YOUNG CHILDREN, Young Children, The Journal of the National Association for the Education of Young Children, November, 1982.

Resources/Materials

Numbers correspond to Child Activities.

1. Two wastepaper baskets, one with a sign saying 'NO' attached to it, the other with a sign in the form of a large smile and the letters 'O.K.' attached to it.

2. Book: LET'S EAT by Gyo Fukikawa, New York. Grosset and Dunlap, 1975.

   This book has good illustrations of children eating all types of foods. It also shows the different foods other animals eat.

4. MYSTERY BOX. Use an empty oatmeal box or shoe box with a hole large enough for a child's hand cut in one end. Attach a sock cut off at the ankle to the hole end of the box to fashion a sleeve through which children can reach.

5. EXPLORING FOODS WORKBOOK. Available from: Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201.

   This is an excellent source for activity ideas that encourage children to use their five senses in exploring various fruits, vegetables, eggs, bread, milk, and dairy products. Contains age-appropriate vocabulary for describing food sensations.

6. Book: STONE SOUP by Marcia Brown, Bronx: The HW Wilson Co., 1947.

   This is a well-illustrated book which tells a story about three clever soldiers who are searching for a good meal, a warm place to sleep, and friendly people to visit. The

townspeople do not want to share their food and lodging with the soldiers until the soldiers decide to make a stone soup. All the townspeople contribute something to the stone soup (i.e., carrots, cabbage, meat, etc.) and join in a joyous feast with the soldiers.

Child Activities

1. Food and non-food. Use two wastepaper baskets. Post a sign on one saying NO! On the other basket, place a large open smile saying O.K. Hold up pictures of food and non-food items. Ask the children to identify which are O.K. to eat and which are not. (Include household items that may be poisonous to children.)

2. Read LET'S EAT by Gyo Fukikawa.

3. Food identification. Hold up food models or pictures of food and ask the children to identify and sort them. Foods may be classified according to the following categories:

milk	meat	vegetables
breads	dried peas and beans	pastas
cereals, grains and seeds	eggs	fruits
nuts		

4. MYSTERY BOX. Place foods in a box one at a time. Challenge children to identify them. To avoid waste, use foods that can later be peeled and eaten - such as an orange, apple, banana, carrot, etc.

5. Food familiarization. Conduct activities from EXPLORING FOODS WORKBOOK.

6. Read STONE SOUP by Marcia Brown.

7. Field trip. After reading STONE SOUP, visit a grocery store and have children name all the foods they see that would be a good addition to the Stone Soup. Another field trip idea may be to visit a farmers' market.

Topic: PHYSICAL HEALTH - NUTRITION - FOOD PREPARATION

Main Idea:

1. Children will be able to describe a food and identify different ways it can be prepared and eaten.

Resources/Materials

Numbers correspond to Child Activities.

1. Book: BREAD AND JAM FOR FRANCES by Russell Hoban, Harper and Row, New York, 1964.

   This book tells the story of a young bear, Frances, who wants to only eat bread and jam and will not try new foods or eat the foods the rest of the family eats. Her wise mother decides to give Frances all the bread and jam she wants to eat (breakfast, lunch, snack and dinner). Frances begins to tire of bread and jam and decides it is more interesting to try new foods.

2. Sanitary food preparation area and cooking facility. Paring knife (for teacher only), variety of fruits and vegetables, plates, cups and napkins.

Child Activities

1. Read BREAD AND JAM FOR FRANCES by Russel Hoban.

2. Have a TASTING PARTY using foods prepared in a variety of ways. For example: raw apple, juice, dried, cooked, canned, frozen. Use foods of high nutritional quality such as:

carrots	cauliflower	cantaloupe	kiwi
beets	tomatoes	bananas	pineapple
cabbage	spinach	peaches	oranges
bok choy	blueberries	pears	apples

   First have the children wash their hands, then have them wash and dry the fruits and vegetables. Discuss how washing removes germs from their hands and foods.

   Notice the difference in textures, smells, tastes. Encourage the children to be like Frances from BREAD AND JAM FOR FRANCES and try all the foods at the TASTING PARTY.

3. Allow the children to sort and compare the foods of the TASTING PARTY using their five senses. Sort according to color, shape, type, size, and texture.

   Colors: red, green, brown, yellow, orange, blue, white
   Shapes: round, long, oval
   Types: fruits, vegetables
   Textures: smooth, rough, bumpy, fuzzy, prickly, soft, hard

4. Choose a LETTER OF THE DAY which is one well represented by the foods at the TASTING PARTY. For instance:

The letter of the day is: C

Which foods begin with THE LETTER OF THE DAY?

cantaloupe
cabbage
carrot
cauliflower

What other foods begin with C?

What animals begin with C?

cow
canary
calf
chicken

Which of these animals produce foods for us?

cow
chicken
calf

What foods do we get from them?

cow: milk, cheese, meat
calf: veal
chicken: eggs, meat

Which of these foods begin with C?

cheese

Topic: PHYSICAL HEALTH - NUTRITION - FOOD DIGESTION: THE STOMACH

Main Idea:

1. Children will identify the stomach as an organ that digests food.
2. Children will demonstrate how the stomach works.

Teacher Information

Children require hands-on experience in order to grasp concepts of how a healthy body functions. An outstanding book which gives detailed instructions on how to create puppets of various body organs is THE ORGANIC PUPPET THEATRE. This important book unites the creativity of theatre, art, and music as methods for teaching young children about the wonders of the human body. Lovable puppets bring song, dance, and life to organs we strive to keep healthy by our own living habits. The participation that children experience in creating their own functioning organic puppets will act to reinforce positive attitudes and constructive behaviors as foundations for a healthy lifetime.

Some preparation is required before the children construct their own stomach puppets. (See Resources/Materials for directions.)

Resources/Materials

Numbers correspond to Child Activities.

All Activities: THE ORGANIC PUPPET THEATRE written and published by Terry Louis Schultz and Linda M. Sorenson, illustrated by Duane C. Barnhart, 1983.

Distributed by: Night Owl Press
1537 West Iowa Avenue
St. Paul, MN 55108

2. Picture or model of a stomach (check with a local hospital or physician).

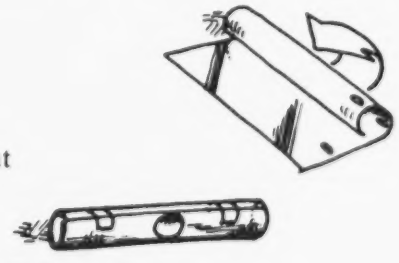
3. Materials necessary to construct puppets:

stomach puppet pattern, following
one self-sealing sandwich bag per child
transparent tape
scissors
crayons
half a piece of plastic page protector or acetate sheet
three or four snack crackers per child

Before doing this activity:

a. Photocopy the puppet page.

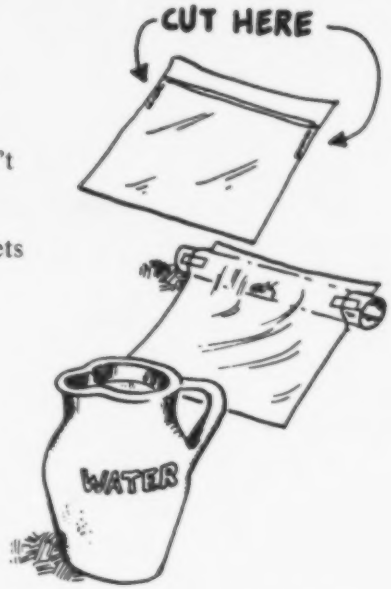
b. Cut the plastic pages in half and roll them up (from the short end) to form a plastic tube about the size of a quarter. Tape the ends securely. Now, cut a hole about the size of a quarter in the middle of the plastic tube. (See sketch.)



c. Cut two slits in the sandwich bag below the self-sealing line so the tube can slide right in.

d. Place the tube in the bag through the slits. (Don't worry about making the bag totally water-tight around the tube; the puppets must be held upright!) Never let the children set down the puppets when full of water (stomach juices).

e. Fill a small pitcher with water.



Child Activities

1. Ask 'Where does the food go after we eat it?'

   To the stomach.

   Where is the stomach?

   Have the children draw a line with their finger from their navel to where their ribs meet. The stomach is located just to the left side of the finger. (From THE ORGANIC PUPPET THEATRE.)

2. Show the children a picture of a stomach and explain that the stomach acts to churn and mix food with gastric juices (bile). It does this so food can pass on to the intestines where it changes to fuel for the body. (From THE ORGANIC PUPPET THEATRE.)

3. To demonstrate how the structure and functions of the stomach work, have each child create a puppet of TERRY TUMMY.

   a. Show a picture or model of a real stomach and discuss how this organ works.

   b. Hand out the stomach puppets and crayons. Have the youngsters color the puppet and then cut it out with the scissors. (Note: children may wish to copy colors from the picture or model but we prefer to let the youngsters use whatever colors they like.)

   c. Hand out the plastic bags with the plastic tube already attached.

   d. Help the youngsters tape the puppet to the BACK of the sandwich bag as shown in the diagram, so the smiling stomach shows through the bag. (If you tape the puppet too high, it won't look like juices are really in the stomach!)

e. Have the youngsters hold the puppet by the tube (see sketch) while an adult fills the bag with water (stomach juices). Now seal the bag shut.

f. Give each child three or four snack crackers. (It might be wise to allow the youngsters to eat one or two first; otherwise they may never get them into the puppet!)

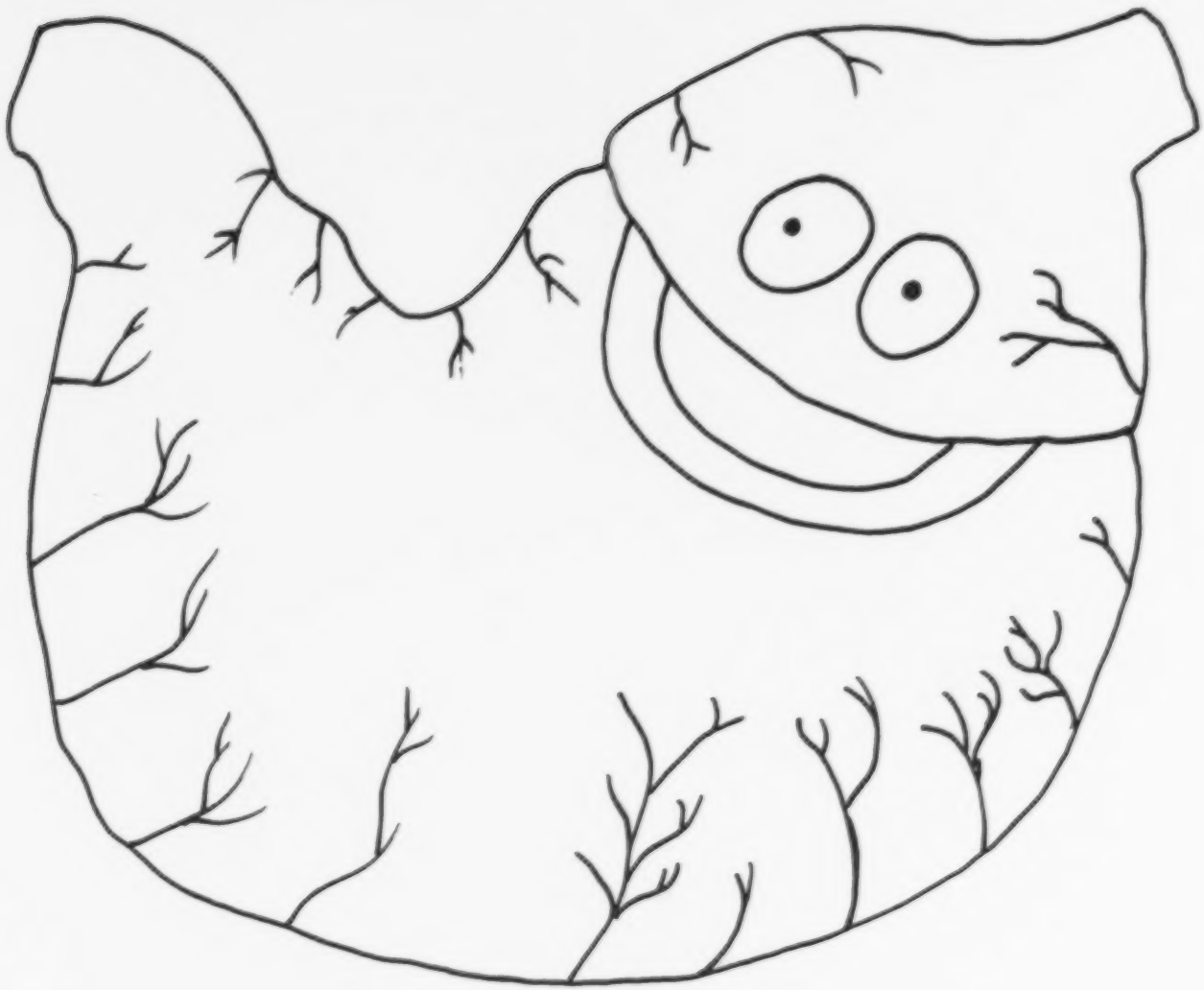
4. Stomachs In Action!

a. Children hold the stomach puppet in one hand, and with the other hand, crumble the crackers and start pushing them down the tube. Tell the children that their hands are doing the job of their teeth. Point out that food mixes with saliva in the mouth before entering the stomach.

b. Have the youngsters watch as the crackers mix with the 'stomach juices'. (They think it's magical!) This process graphically illustrates the action of the stomach. Consider adding a beverage and choice of vegetable to simulate a full meal.

THE ORGANIC PUPPET THEATRE by Terry Louis Schultz and Linda M. Sorenson, Night Owl Press, 1983. Activities, instructions and pattern courtesy of the authors.

NOTE: For detailed instructions on creating puppets that represent the stomach and other body organs see THE ORGANIC PUPPET THEATRE. In addition to patterns and construction directions, this resource also contains activity ideas on how to teach the concept of Food Digestion to young children. Also included are: anatomy and physiology (structure and function), and health hints on balance, variety, and moderation in personal nutrition.



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Topic: PHYSICAL HEALTH - NUTRITION - FOOD, GROWTH AND ENERGY

Main Idea:

1. Children will explain that food helps us grow.
2. Children will choose three foods that are important for energy and growth.
3. Children will explain that foods give us energy to grow.

Resources/Materials

Numbers correspond to Child Activities.

1. Book: BULLFROG GROWS UP by Rosamond Dauer, Barton, Greenwillow Books, 1976.

   A story on the growth of a tadpole into a bullfrog. Increased appetite due to growth is expressed.

2. Pictures of animals and people in various life stages.

3. Pictures of children themselves now and when younger.

4. Scale and tape measure for heights and weights, children's lengths and weights at birth. (Ask the parents.)

5. Book: THE GROWING TREE by Ruth Krauss, Harper and Row, New York, 1957.

   This book tells a story of a little boy who has a pet chicken and puppy who grow rapidly. The little boy is afraid he is not growing as fast as his pets. He finds he has grown a lot in one year when he puts on clothes that he has not worn since the previous winter.

6. Bulletin board, children's stomach puppets, pictures of various foods as chosen by the children. Contact your local chapter of the Dairy, Food, and Nutrition Council or your local library, public health department or state Department of Education for pictures.

7. Nutritious snack or meal.

   Be sure to include foods from various cultures, especially if some of the children in your care are from other ethnic backgrounds. For example, Southeast Asian, Black, Mexican, European, South American, Scandinavian.

   Ask the parents for suggestions of simple snack/meal ideas that would represent their respective cultures.

8. Book: WHAT HAPPENS TO A HAMBURGER? by Paul Showers, Thomas Y. Crowell, Harper and Row, New York, 1970.

   Recommended with adaptation. The conversion of hamburgers and other things we eat into bones and muscles and energy is simply explained. Easy experiments are included. Sections appropriate to preschoolers.

Child Activities

1. Read BULLFROG GROWS UP.

   What is happening to the Bullfrog?

   He's growing (also playing, swimming, learning).

   How does he change while growing?

   Are you growing?

   How are you changing?

2. SORT AND COMPARE. Collect an assortment of pictures representing babies, young children, adolescents, middle age adults and senior citizens. Also collect pictures of animals in different stages of development. Sort them according to children/adults, people/animals, children/teenagers, children/seniors, boys/girls, etc.

   Explain that animals and people grow and change.

3. Compare pictures of the children themselves as infants growing to be how they presently are.

4. Take heights and weights of children and compare to heights and weights at birth.

5. Read THE GROWING TREE.

   What are some things that help us grow like the chicken, the puppy, and the little boy?

exercise	fresh air	food
water	sleep	good care, love

   What are some foods from the TASTING PARTY (Food Preparation lesson) that give us energy to help us grow, play and learn?

   Which of these foods do you think are TERRY TUMMY'S favorite? (The Stomach lesson)

6. FOODS THAT HELP ME GROW. Construct a bulletin board of the children's stomach puppets and pictures of the foods they've chosen to place inside. Arrange their favorite foods inside or around each child's puppet.

7. SNACK OR MEAL TIME. Serve a nutritious snack or meal. This is a good time to talk to the children about what they've learned about nutrition. Some suggested discussion questions are:

   Do you think TERRY TUMMY would like this food?

   Do you like it?

   What is your stomach doing now?

   Now that we have all this good food and energy, what are some things we can do later?

play with toys	run	ride
color	learn	play a game

8. Read WHAT HAPPENS TO A HAMBURGER.

9. Conduct some vigorous large muscle activities as found in the Exercise Section.

   As the children are participating, talk about how our bodies need energy to move and play. Explain that their bodies are using the nutritious food they've eaten earlier to play so hard.

Parent/Child Activity

Request that parents bring baby pictures of their preschoolers. Also request birth length and weight. Tell them the children are learning about FOOD and GROWTH.

physical health

Exercise

Basic Concepts:

1. Bodies are made up of different body parts.
2. Each body part has a name.
3. Our bodies can move in a variety of ways.

Extended Concepts:

1. Our bodies can roll, crawl, creep, walk, run, leap, jump, hop, gallop and skip.
2. Our bodies can climb, push, pull, hang and lift.
3. We use our bodies to dance and play.

Topic: PHYSICAL HEALTH - EXERCISE - INTRODUCTION

Main Idea:

(Teacher Information only.)

Teacher Information

Physical activity is a vital part of a child's daily routine. It is essential in developing the foundation necessary for attaining higher skills of learning and optimum physical development.

Children learn to read only after they have mastered an understanding of spatial concepts such as up, down, around, under, over, through, across, etc. The way children do this is by moving their bodies through space.

For the young child whose communication skills are not fully developed, bodily movement serves to manifest and express emotions. Movement then becomes the primary means of expressing love, fear, anger and joy.

Most importantly, young children require activities that strengthen and coordinate rapidly developing body systems. Movement and exercise primarily affect the neuromuscular and cardiovascular systems.

A quality program of basic movement and motor development will also affect the child's future attitudes toward exercise and fitness. Active children grow into active adults.

Activities should include those that develop the components of physical fitness. They are:

Cardiovascular endurance - the child can exercise for a long time without fatigue.
Flexibility - the child can bend and stretch easily.
Muscular strength - the child can easily push/pull against force.
Muscular endurance - the child can push/pull against force for a long period of time without fatigue.
Coordination - the child can move different body parts at the same time.
Agility - the child can change directions quickly.
Speed - the child can move quickly.

To develop fitness, choose activities that strengthen and coordinate the large muscles of the body - legs, back, arms, and shoulders. Include such locomotor (moving) activities as running, climbing, dancing, marching, leaping, skipping, and hopping. Include such non-locomotor activities as hanging, jumping, reaching, stretching, bending and lifting.

An important book to read is MOTOR DEVELOPMENT IN THE PRESCHOOL YEARS by Louise Skinner. It provides specific activities for sensory-motor development, basic movement progression, muscular strength and relaxation. Activity methods include games, the obstacle course, stories, songs, poems and creative movement.

BEFORE YOU START

SAFETY FIRST

Use a large space clear of furniture and sharp, hard objects. Remove throw rugs that might slip.

Wear tennis shoes on wood, linoleum or cement. Stocking feet are more suitable on carpeting.

Always allow the children to warm up before strenuous exercise. This will prevent sore muscles and many injuries.

START SLOWLY

When working on developing cardiovascular endurance, start with a few minutes of strenuous activity, slowly increasing the time spent each day. Exercising every day will make it a habit.

To strengthen the heart and breathing muscles have the children work up to at least 15-20 minutes of exercise, 3-5 times per week.

MAKE IT FUN

Change activities often to prevent boredom.

Do the activities with the children.

Set goals.

Have each child record on Progress Chart of FITNESS FUN FOR YOUNGER ONES (see Resources/Materials) when exercise is done each day.

Resources/Materials

Book: MOTOR DEVELOPMENT IN THE PRESCHOOL YEARS by Louise Skinner. Charles C. Thomas, publisher, Bannerstone House, 301-327 East Lawrence Ave., Springfield, Illinois.

Book: FITNESS FUN FOR YOUNGER ONES. Available from St. Paul/Ramsey County Nutrition Program (minimal cost), 1954 University Ave., St. Paul, Minnesota.

Topic: PHYSICAL HEALTH - EXERCISE - BODY PARTS

Main Idea:

1. Children will identify body parts.

Resources/Materials

1. Song: I TOUCH from RHYTHM RECORD - WORDS AND MOVEMENT ABOUT MYSELF AND MUSICAL GAMES. Composed and recorded by Harold and Mary Jane Le Crone, available from Rhythm Record Co., 9203 Nichols Road, Oklahoma City, Oklahoma 73120.

3. Old magazines, bulletin board, scissors, glue and construction paper.

5. Two pipe cleaners per child.

SELF-ESTEEM ACTIVITY

Roll of butcher paper for tracing body outlines, crayons, scissors, double-stick tape, paper plates, and small flash cards with pictures of body parts:

legs	head	feet
arms	fingers	trunk
hands	toes	hair

Child Activities

1. Play I TOUCH from Le Crone rhythm record.

2. Play BODY PARTS.

   Have the children sit on the floor in a circle. Adult or child calls out a body part. The others follow.

   Touch your knee.
   Touch your elbow.
   Touch the top of your head.
   Cover your eyes with your hands.
   Touch your toes with your thumbs.
   Touch your knees with your elbows.
   Touch your shoulder with your ear.
   Touch your neck with your fingers.
   Touch your stomach with your hands.
   Touch your chin with your wrist.

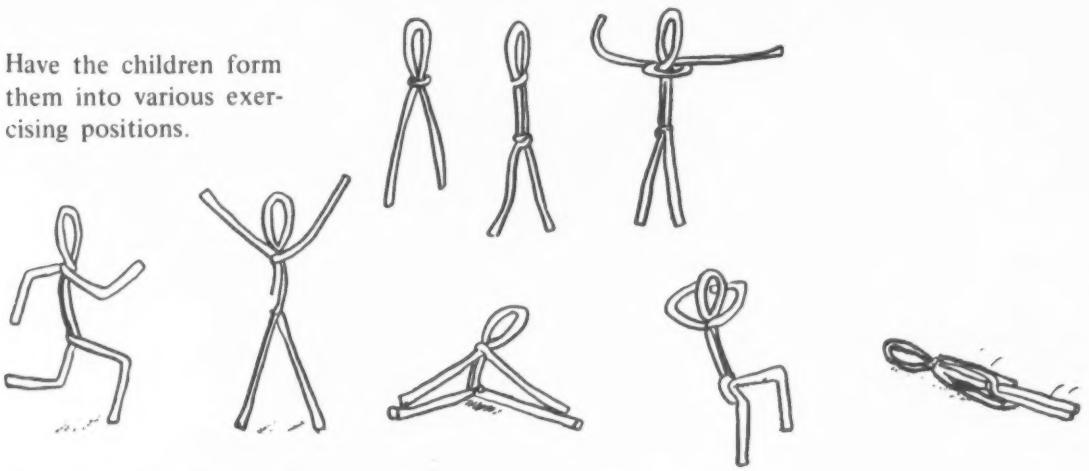
   Play a game in which pairs of children touch body parts together (back to back, ear to ear, knee to knee, etc.).

3. Collect pictures of body parts - have children identify them, then make a collage for bulletin board.

4. Play SIMON SAYS.

5. Form a body using 2 pipe cleaners. Fold one in half and twist it in thirds (See diagram). This forms the head, trunk and legs. Wrap another pipe cleaner around the first one to create the arms. (Activity courtesy Hope Day Care, St. Paul.)

Have the children form them into various exercising positions.



Self-Esteem Activity

ME: A SELF-PORTRAIT

Have the children get into pairs, or work in small groups.

Each child takes a turn laying on a piece of butcher paper lengthwise. The other children trace the outline of the body onto the butcher paper.

After every child has a body outline, have each one label different body parts. Use small flashcards with pictures of different body parts. Have them make paper plate faces with characteristics similar to their own. On each portrait list that child's favorite activities, food, songs, games, colors, etc.

Topic: PHYSICAL HEALTH - EXERCISE - BASIC MOVEMENT PROGRESSION

Main Idea:

1. Children will demonstrate proper movement skills according to age.

Teacher Information

Children develop motor ability at different rates but generally, all go through the same skills in approximately the same order. Motor ability as intellect, progresses with age.

MOVEMENT PROGRESSION

rolling	walking	jumping & hopping
crawling	running	galloping
creeping	leaping	skipping

BALANCE

According to Skinner, balance is maintained through the vestibular system located within the inner ear. The vestibular system is basic to balance, posture, spatial relationships and ability to right the body. Preschool children should be stimulated in as many ways as possible to fully develop the vestibular system. This is done by:

turning	bending	decelerating
spinning	upending	tilting
swaying	accelerating	rolling
swinging		

Resources/Materials

Book: MOTOR DEVELOPMENT IN THE PRESCHOOL YEARS by Louise Skinner. See Background Information.

Child Activity

1. Conduct movement progression activities from MOTOR DEVELOPMENT IN THE PRESCHOOL YEARS by Louise Skinner (pages 64-84).

Topic: PHYSICAL HEALTH - EXERCISE - CREATIVE MOVEMENT

Main Idea:

1. Children will experience activities that promote creativity of movement.

Teacher Information

Children should be encouraged and allowed to express themselves through creative movement. It is not only an excellent way for children to explore the movement of their bodies, but provides them with a means to express many feelings.

Creative movement activities should not be demonstrated. Suggestions and guidelines can be given but originality should be stressed.

Resources/Materials

Numbers correspond to Child Activities.

2. WALKING THROUGH THE JUNGLE from Learning Basic Skills Thru Music, Vol. 5, Hap Palmer. Available from Education Activities, Inc., Freeport, NY 11520.

3. Large area for children to do activities.

Child Activities

1. PRESENTING A CHALLENGE

   Show me how a car moves. What if it has a flat tire?
   Show me how a clown moves.
   What ways can you move like a big teddy bear. Show me another way.
   How would you cross a brook? What if you fell in?
   Can you move like a big monster? What does the monster sound like?
   What does a dog do when it is wet?
   How would you move if you were one of Santa's elves?
   How would Santa Claus move? How does Santa laugh?

2. Play WALKING THROUGH THE JUNGLE from Learning Basic Skills Thru Music, Vol. 5.

3. Have the children act like the following.

   Inanimate Objects:

lawn sprinkler	ball bouncing	door slamming
bell ringing	leaf falling	flower blooming

   Nature:

waterfall	rain cloud	tornado
trees blowing	waves crashing	fish jumping
dust blowing		

Animate Objects:

bird in a bird bath	clown jumping	dog running
elephant walking	rabbit hopping	worm crawling

Have children move as if they are a popcorn kernel put into a hot frying pan.

Have children move as if they are a balloon being blown up, bounced into the air and popped.

Have children pretend they are a pillow in a pillow fight.

Have children pretend they are a bulldozer destroying an old building.

Have children pretend they are a fish out of water.

Have children pretend they are a walking on a tightrope.

Have children pretend they are making a snowman.

Have children move as if they are a pat of butter put in a hot frying pan.

Have children find a partner and move as if they are sawing down a tree.

Again working with a partner, have children pretend to be playing on a teeter-totter.

Have children skip, walk, run, hop as if they are happy, sad, excited, scared, mad, silly, or in a hurry.

Have children move as if they are animals - mouse, lion, rabbit, moose, cat, frog, bear, seal, snake, cricket, elephant, monkey, fish, spider, hamster, duck, and giraffe. Children can make animal sounds while moving.

Self-Esteem Activity

Praise frequently. Comment on the movement of each child.

Topic: PHYSICAL HEALTH - EXERCISE - OBSTACLE COURSE

Main Idea:

1. Children will experience activities that develop motor ability, muscular strength and endurance.
2. Children will experience and recognize spatial relationships.

Teacher Information

Children can use obstacle course activities as an interesting way to exercise all parts of the body. To fully develop motor ability, use a variety of basic movements when going through and traveling between different points on the course:

rolling	running	hopping
creeping	leaping	galloping
crawling	jumping	skipping
walking		

For muscular strength and endurance, use the following activities throughout the course:

climbing	pulling	lifting
pushing	hanging	

In addition to physical development, the obstacle course allows children to internalize spatial concepts which are basic to reading readiness. Arrange the obstacle course so children will experience and recognize:

up	through	behind
down	between	around
under	over	in front of

Aways remember: SAFETY FIRST

Children should be closely supervised while participating in the obstacle course.

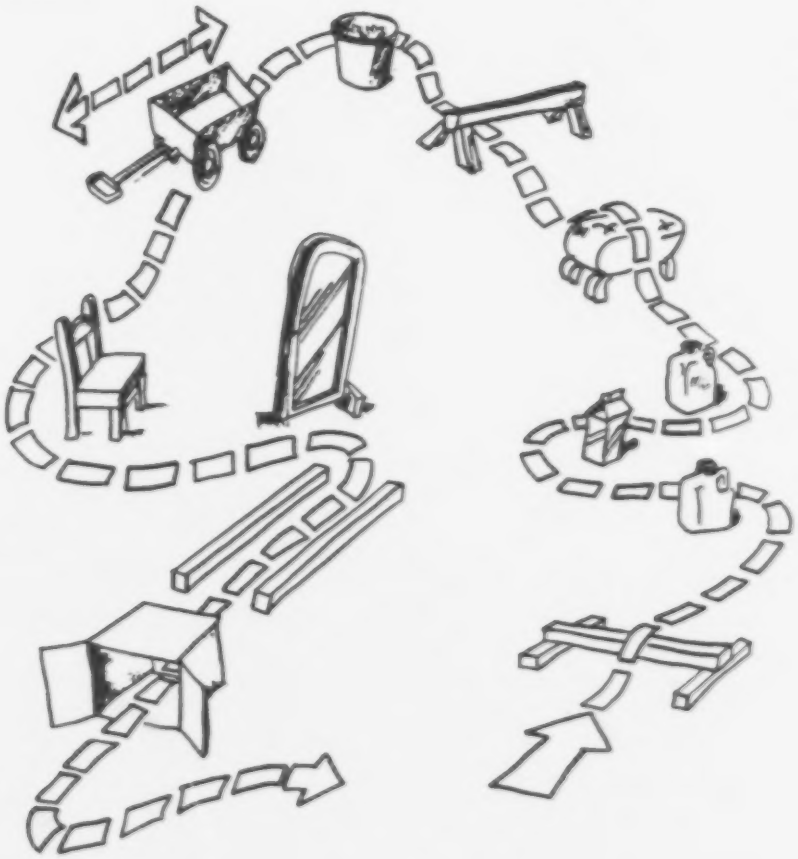
Resources/Materials

Numbers correspond to Child Acitivities.

1. Household items to construct obstacle course. For example:

   A chair on its side (to climb over).
   A box with both ends cut out (to crawl through).
   A stick resting on two chairs (to step over).
   A barrel with both ends cut out (to crawl through).
   Milk cartons spaced in a line (to weave through).
   A rope arranged like a winding river (to run along).
   Tiles (to hop on - make sure they can't slip).
   A plank lying flat (to walk on).
   Climbing ropes.
   Tumbling mats (very basic movements - barrel rolls).
   Balance beam (set up only 3 inches from ground - walk, walk backwards).
   Hoops (set up figures).

Sample Obstacle Course:



Child Activities

1. Lead the children through the obstacle course and practice each activity.

2. Originality is the important thing in designing an obstacle course. Have the children create their own version of the obstacle course.

3. Have the children help you design an obstacle course outside using trees (to hop around), picnic table (to crawl under), swing set (to hang from), a picnic bench (to climb over), etc. Use whatever outside items are available.

Topic: PHYSICAL HEALTH - EXERCISE - RHYTHMS AND DANCE

Main Idea:

1. Children will experience activities that develop rhythm and coordination.

Teacher Information

Rhythms and Dance can provide opportunity for creative movement, large muscle development, coordination, rhythm and social development.

Resources/Materials

Numbers correspond to Child Activities.

1. Various kinds of music.
2. Rubber balls.
3. Exercise records.
4. Rhythmic instruments made from household items:

   a pot and a spoon
   coffee can with plastic lid
   a grater and spoon
   two pot lids
   can with cover, filled with marbles or buttons

5. Dance records (contact public library).

Child Activities

1. Have children perform movement to music (walking, running, hopping, skipping, jumping, galloping). Try to vary the mood and/or music.
2. Have children bounce balls to music, pass back and forth, toss ball into air and catch.
3. Do simple exercises to music.
4. Have the children create and use their own instruments. Examples of music makers are:

   Bang a pot with a spoon.
   Bang the plastic lid of a coffee can.
   Rub a spoon over a grater.
   Crash two pot lids together.
   Shake can filled with marbles or buttons.

5. Many records are available for dance rhythms. Encourage children to bend, twist, sway, swing, twirl, circle parts of the body, etc.
6. Play STATUES. Play various speeds and moods of music. Children are free to use creative movement. When the music is stopped, all freeze! Resume when music begins again.

Topic: PHYSICAL HEALTH - EXERCISE - PARACHUTE PLAY

Main Idea:

1. Children will experience activities that promote group cooperation and develop strength and coordination.

Resources/Materials

Numbers correspond to Child Activities.

1. Parachute
2. Beach balls or rubber balls.

Child Activities

1. Have all children sit around the edge of the parachute. Explain that the activity is a group-related one. Each child must do his/her part. Care of the equipment should be mentioned.
2. Have all children follow directions by the teacher. '1-2-3-Lift'. On command, all children lift the parachute high and then form a dome by bringing the edges to the ground. Children should be in a squat position outside the chute.
3. Perform the same as Number 2; only as the children form the dome, they move inside the chute holding the chute with both hands behind them. See how long the dome shape can be held. Have children sway from side to side to move the chute.
4. Have all children stand around the outside edge of the chute. They should be evenly spaced and holding the chute with both hands. The children may find it easiest to hold the parachute underhand. Variations using underhand and overhand should be explored. Instruct the children to walk, skip, hop and run in a circle while holding the chute. Try to keep the hole of the chute steady. A variation of red light-green light can be played. A chosen child or teacher says, 'green light'. Upon command, all children start skipping in one direction. When 'red light' is spoken, all stop. On 'green light', begin again in opposite direction.
5. Have all children stand holding the chute. Imagine that you are shaking a rug. Try to make as many waves as possible.
6. Have all children stand holding the chute. Make waves and add beach or rubber balls. Try to bounce the balls high, but keep them in the chute. Variation - divide children in half. Each works as a team to bounce the ball out of the other side of the chute.
7. Have all children stand holding the chute. Teacher says, 'Red Rover, Red Rover send Jimmy right over'. Jimmy leaves his place and runs underneath parachute while other children are lifting the chute as high as possible. Variation - teacher can call more than one name.

Parachute Play activities from MOTOR DEVELOPMENT IN THE PRESCHOOL YEARS by Louise Skinner, used with permission.

Topic: PHYSICAL HEALTH - EXERCISE - CIRCLE HOOPS

Main Idea:

1. Children will experience activities that develop foot-eye coordination.

Teacher Information

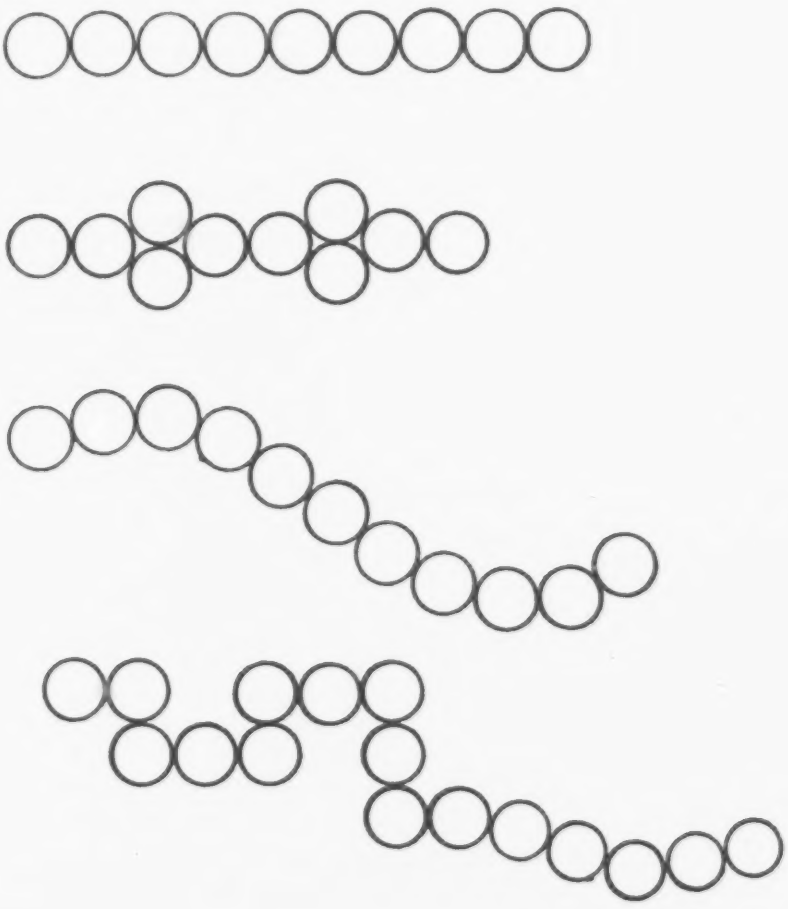
Hoops can provide opportunity for small muscle coordination and balance development. They are an excellent way to develop foot-eye coordination. Hoops can be used indoors or outdoors.

Resources/Materials

Numbers correspond to Child Activities.

1. Hoops for each child.

3. Hoop floor patterns. Samples:



Child Activities

1. Have children use hoops to swing around waist, legs, arms.

2. Have children roll the hoops and try to run alongside. Variations - skipping, hopping, running forwards and backwards.

3. Place the hoops in various patterns. Have children run, hop through the hoops forwards and backwards.

   Designate special instructions for each colored hoop. Example: one foot goes in the red hoop, both feet go in the blue hoop, etc. See Resources/Materials for hoop patterns.

Topic: PHYSICAL HEALTH - EXERCISE - OUTDOOR PLAY, RELAYS, CAGEBALL

Main Idea:

1. Children will experience outdoor activities that develop coordination and promote team work.

Teacher Information

The use of relays, swimming and outdoor ball play encourages large muscle development, endurance and fun. In relays PARTICIPATION counts - not winning.

Resources/Materials

Numbers correspond to Child Activities.

1. Relay equipment: bean bags, balls, hoops, cageball or beachball.

Child Activities

1. TEAM RELAYS

   Form groups of 5-6 children in a line.

   Have children pass the bean bags under their legs to the back of the line and back to the front.

   Have children pass the bean bags over their heads.

   Have children do the same with various balls.

   Have one bean bag team. First child puts bag on head and balances while walking down to a designated line and back. He/she hands the bag to the next child in line.

   Same procedure as above. Have children use locomotor movements such as walking forward, backwards, sideways, running, hopping, skipping, etc.

   Set up a hoop course for each relay team. Have children run or walk through course. Use various colors for special tasks (white for both feet, blue for one foot).

2. CAGEBALL PLAY (The cageball is good for outdoor fun!)

   Have all children sit in a large circle with legs out-stretched facing inwards. Try to keep the ball moving within the circle by kicking.

   Cageball can also be used for relays - rolling the ball.

   Cageball can be bounced but may be too heavy for catching activities.

   A beachball may also be used for these activities.

physical health

Relaxation

Basic Concept:

1. We can learn to relax our bodies.

Topic: PHYSICAL HEALTH - RELAXATION

Main Idea:

1. Given the proper verbal cues, children will relax for several minutes.

Teacher Information

Children need to practice relaxation techniques. Being able to calm oneself is an important skill that can help children during crisis situations, when they are scared or worried. Relaxation techniques used to deal with uncomfortable feelings should be done ONLY after the child has had an opportunity to express those feelings. Never allow the children to stifle their emotions.

An excellent program for teaching stress management to young children is KIDDIE QR.

Resources/Materials

Numbers correspond to Child Activities.

5. Bulletin board, pictures of children relaxing.

6. KIDDIE QR: STRESS MANAGEMENT FOR CHILDREN, Stroebel and Holland, QR Institute, 119 Forest Dr., Wethersfield, Connecticut 06109.

   This cassestte tape series presents delightful body friends that help children help themselves to relax.

Child Activities

1. RAG DOLLS*

   (Talk to the children and demonstrate after everyone is seated on a rug.) Let your head get all loose, like this. Now let your sholders droop, then let your arms hang loose and floppy, then your body, then your legs. Are you all loose and floppy? Now close your eyes. Shhh! The rag doll is going to sleep - shhh!

2. PLAYING 'POSSUM'*

   (Talk quietly.) The opossum is a cute little furry animal that looks like a rat because he has a long, long tail. His face is white. He can go to sleep hanging upside down by his tail. Pretend you are all opossums and lie very, very still so no one will know you are here. Is everyone very, very still? I'll come around and move your arms or legs, and remember - you don't want me to know you are really awake!

3. KITTY CATS*

   (Speak slowly.) Lie on the rug and close your eyes. Pretend you are all little kitty cats, sound asleep. Do you know how cats just barely open their eyes, s-l-o-w-l-y, and s-t-r-e-t-c-h? Can you stretch like a cat? Stretch 'way out'. Now the kitty slowly closes his eyes and goes to sleep again.

Don't move. Keep your eyes closed and rest a minute. Can you think of something very nice? Like a birthday party, or running in the park or wading in the water. What do you like to do that's fun?

4. CAN YOU FEEL IT*

Lie on the rug. Be very, very still. Now lay your hands on your chest. Shhh! Can you feel your heart beat? Thump, thump, thump. Can you feel it? Donnie, do you feel your heart beating? Kim? Julie? Everybody breathe d-e-e-p - take a deep, deep breath. Put your hands on your tummy and breathe, breathe, breathe. Can you tell me what is happening to your hands? Yes, they move up and down as you breathe in and out, don't they? Breathe in again. Take a deep breath, like this. Can you hold your breath 'till I count to five'? Now put your hands up to your mouth. Open your mouth. Breathe in. Now let your breath out through your mouth, like this. Can you feel your breath on your hand? Now close your mouth. This time put your hand in front of your nose, like this. Take another deep breath and let the air out through your nose. Can you feel it? Now just relax and breathe in and out, in and out, in and out.

5. QUIET TIME*

(With children on rug, speak slowly and quiety.)

I've just come in from playing
As tired as I can be.
I'll rest my legs
And fold my hands.
I'll close my eyes
So I can't see.

I will not move by body,
I'll be like Raggedy Ann.
My head won't move,
My arms won't move,
I'll just be still...
Because I can.

Make a bulletin board with the following caption on it. Put pictures of children relaxing around it.

On a warm day it's delightful to lie on the
cool, green grass and watch the
clouds and birds
drift by.

*MOTOR DEVELOPMENT IN THE PRESCHOOL YEARS, by Louise Skinner, pages 89-91. Used with permission.

physical health

Sleep

Basic Concept:

1. Our bodies need sleep to learn, play and grow.

Topic: PHYSICAL HEALTH - SLEEP

Main Idea:

1. Children will describe how animals and people need sleep to learn, play and grow.
2. Children will name one activity that makes them sleepy.
3. Children will describe their pre-bedtime ritual.

Teacher Information

During sleep, the body recovers from the stresses of the day and re-energizes for the long day ahead. Sleep is also needed to clear and refresh the mind.

Many times children become grumpy and unmanageable. This may be due to a need for sleep.

Naptime can be a real stress management tool for both the children and care giver/teacher.

An equally effective calming technique is to conduct relaxation activites (see Relaxation). These activities are very helpful in calming a noisy and active group when you want to do a quiet activity.

Resources/Materials

Numbers correspond to Child Activities.

2. Materials per child: one kitchen match box, four popsicle sticks, colored fabric, cotton, glue, two pipe cleaners.

Child Activities

1. Discussion.

   What is it that most people do at night?

   Sleep

   Why?

   They're tired. They need to rest.

   Why is sleep important to us?

   We think and play hard each day. Our bodies get tired when we play all day.

   We need to sleep so we can play hard again tomorrow. We need sleep to grow.

2. Using one kitchen match box, glue popsicle sticks at each corner to represent a bed with four bed posts. Have the children use cotton to create a fluffy pillow and cut out pieces of colored fabric for a cover.

   Make body models out of pipe cleaners (see Exercise, Body Parts for instructions). Allow the children to put their 'Pipe Cleaner People' to bed at rest time.

   (Activity idea courtesy of Hope Day Care, St. Paul, Minnesota.)

3. Have the children take turns naming things that make them feel sleepy.

swimming all day	climbing all afternoon
chasing my dog	taking a long walk
being at grandma's	

4. How do you know when you are sleepy?

my eyes get tired	I want to lie down
I yawn	I feel tired
my eyelids close	

5. Do animals sleep?

   Have each child name an animal and show how that animal looks when it is sleeping.

6. Have the children draw pictures of animals, adults and children sleeping. Title this project WE ALL NEED SLEEP. Have the children draw a picture of themselves sleeping.

7. Teach the children your favorite lullaby.

Self-Esteem Activity

Have the children take turns describing what they do before going to bed. The pre-sleep ritual is an important time to begin the relaxation phase that ends in sleep.

physical health

Smoking

Basic Concepts:

1. Our lungs are for breathing.
2. Smoking is not healthy for our lungs.

Extended Concept:

1. We can choose not to smoke.

Topic: PHYSICAL HEALTH - SMOKING

Main Idea:

1. Children will list two immediate effects of smoking.
2. Children will identify the lungs as the primary organs for breathing.
3. Children will identify smoking as a habit that is hard to break.

Resources/Materials

Numbers correspond to Child Activities.

3. Picture or model of healthy lungs (check your local library or ask a physician).

   Materials necessary to construct puppet: lung puppet pattern (following), one storage-size self-sealing plastic bag per child, transparent tape, scissors, crayons, one-half sheet of typing paper per child.

   Photocopy the puppet pattern.

   Fold the self-sealing bags in half from the bottom of the bag to the sealing line. Then cut a notch in the lower right hand corner, leaving a hole about the size of a half dollar.

4. One sheet of black construction paper per child.

5. Two lung puppets. One should be colored a bright healthy red and the other a pale, unhealthy pinkish gray.

6. Glass jar and top, cigarette, matches, cotton balls.

PARENT/CHILD ACTIVITY

Parent letter, following.

Child Activities

1. Discussion.

   Name some things you like to smell.

flowers	grass	bread baking
rice with vegetables	spaghetti	

   Do you like the smell of SMOKE?

   What are some things that smell like smoke?

campfire	burning leaves	cigarettes

   CIGARETTES! Is smoking cigarettes a healthy thing to do?

   Besides smelling bad, what else does smoking do?

   It makes you cough, get colds, stings your eyes, hurts your lungs so you can't run, swim, or play games at your best.

2. Play a vigorous game of LOOK AND DO (see Physical Health, Five Senses, Sight).

   Have the children notice how hard they are breathing. Explain that the lungs are needed for breathing.

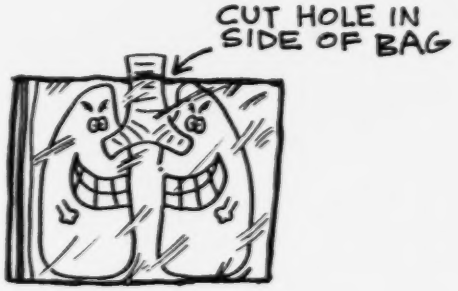
   Do you think if you smoke cigarettes you could play this hard?

3. To demonstrate the structure and function of the lungs and what smoking does to them, have each child create a puppet of AL and VEOLI*, the lungs.

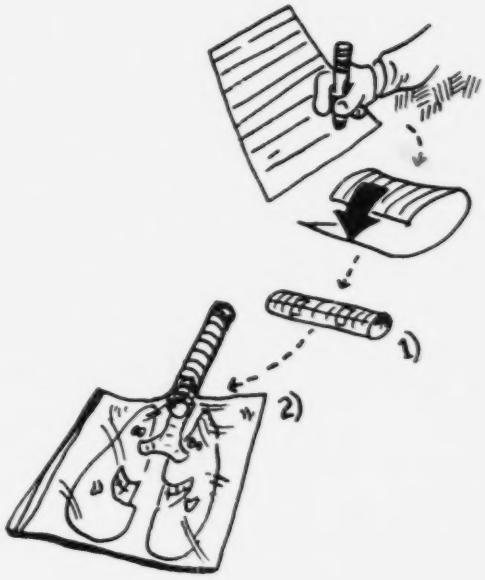
   a. Show a picture or model of the lungs and discuss how they work.

   b. Hand out the lungs puppet and crayons. Have the youngsters color the puppet and then cut it out with the scissors. (Make sure they keep the lungs in one piece.)

   c. Open the plastic bag and slide the lung puppet inside so the windpipe portion of the puppet sticks out of the hole. Seal the bag.



d. To make the windpipe, take the half sheet of white paper and draw a series of horizontal stripes on it. (See sketch) The stripes correspond to the rings of cartilage on the trachea. Now, roll up the paper to about the diameter of the hole in the bag. Then place it in the hole down to the point where the lungs first begin to branch out. Be sure to allow the tube to expand to the size of the hole.



e. Tape the tube 1) together and then 2) securely to the bag. Make it as airtight as possible.

NOTE: The tube must be placed in FRONT of the pattern so anything dropped into the lungs lands in FRONT of them.

d. Let the youngsters have some fun as they try out their lung power. Tell them to blow directly down the windpipe (but not to wrap their lips around the paper tube so it gets soggy).

g. Ask them to practice inhaling and exhaling. Have them watch each other as they huff and puff. If they are breathing correctly, Al and Veoli should be blowin' in the breeze.

4. WHAT HAPPENS WHEN YOU SMOKE?*

a. Shred black construction paper into small pieces to simulate tar and nicotine. Then the children should drop their poisons down the tube, a few at a time.

b. As they drop in those poisons, cover the concept of the accumulation of poisons. The more one smokes, the more the lungs are filled with impurities, leaving less room for much-needed oxygen.

*Puppet idea, pattern and instructions reprinted from ORGANIC PUPPET THEATRE, by Terry Louis Schultz and Linda M. Sorenson. Used with permission.

5. ROLE PLAYING

Drop bits of black construction paper down the windpipe of the pinkish-gray puppet. Use it to try to convince the bright red healthy puppet to smoke. The healthy lung puppet can ask the children:

Should I try smoking? Why not?
What might happen to me if I did?
What can I say to someone who tries to get me to smoke?
What would you say?

6. Conduct a smoking experiment.

Procedure:

Put cotton balls in the bottom of the glass jar. Punch a hole in the top large enough to insert a cigarette. Light the cigarette and insert it half way into the jar. Be careful not to set the cotton balls on fire.

Have the children observe the smoke turning the cotton gray. Discuss the effect smoke has on the lungs.

7. IT'S HARD FOR PARENTS TO QUIT SMOKING

Ask the children:

Do any of your parents smoke?
Have they ever told you how hard it is to quit smoking?

Explain.

Many people who smoke really don't want to. People who smoke usually cough a lot and find it hard to breathe. Most people know that smoking is not healthy but it is still very hard to quit. Once people START smoking, they feel they want to smoke everyday. We have to be kind to people who smoke because they usually try to QUIT but find it is very HARD.

If your parents smoke, they are still good parents and you can help by telling them that you will never smoke. They will be glad to hear this.

Parent/Child Activity

Send home parent letter, following.

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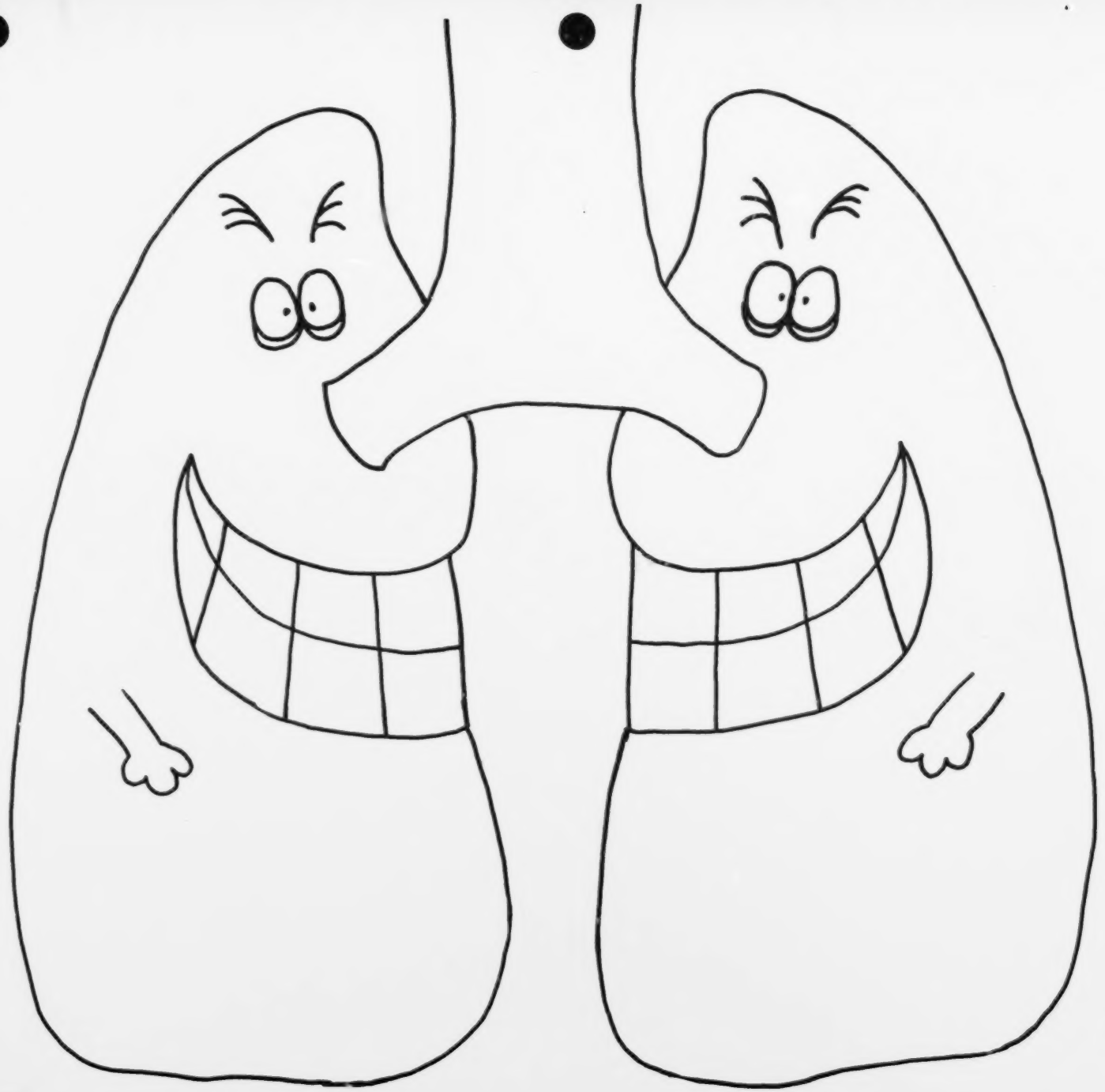

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Dear Parent:

Today we talked about our lungs and smoking. We also talked about how hard it is to quit smoking.

Naturally, children are concerned about their parents who smoke. Sometimes children get scared and do things that make smoking parents mad like throwing away cigarettes or pressuring them to quit. If you smoke and your child does this, please don't get mad, children act this way because they love you and want you to be healthy. Explain that it is very hard to quit smoking and that you hope they never smoke.

Research by the U.S. Department of Health and Human Services shows that if both parents smoke, their child is twice as likely to become a smoker. If one parent smokes, the child is still more likely to take up smoking than a child whose parent doesn't smoke.

If you don't smoke, your child is less likely to smoke but you still need to reinforce non-smoking in your child. Talk to him/her about it.

Sincerely,

(Teacher)

mental health

Self-Esteem

Basic Concepts:

1. We are similar to each other yet different in many ways.
2. We feel good about ourselves because of our similarities and differences.
3. We can develop confidence with encouragement.

Extended Concepts:

1. There are many people in the world who look different and act differently.
2. All the different kinds of people in the world belong to the same human family.

Topic: MENTAL HEALTH - SELF-ESTEEM

Main Idea:

1. Children will explore ways in which they are special and unique.
2. Children will give appropriate affirmations to each other.
3. Children will practice the 'I can do it' response to new challenges.

Teacher Information

A high level of self-esteem is fundamental to healthy behavior. Motivation, performance and how well we live to our potential all depend on how we feel about ourselves. Self-esteem is made up of self-image (how we see ourselves), self-concept (what we think about ourselves), self-worth (our perceived value as a person), and self-identity (who and what we are). It impacts our sense of fulfillment in life and the richness we experience.

Strategies for raising self-esteem can easily be incorporated into the day-to-day routines of working with young children: Recognize and affirm each child's unique characteristics and abilities; give positive reinforcement liberally; if a child misbehaves, point out that it is the behavior you are displeased with, not the child; help children think positively about themselves; help children set goals; help children accept themselves and others as unique and worthwhile people; allow them to make choices; show that you accept them as they are.

There are several requirements for a healthy self-esteem. They are POWER - recognizing your own power in making choices and taking responsibility for them; CONNECTIVENESS WITH OTHERS - having a sense of belonging: UNIQUENESS - being happy about being different from other people; MENTORS - having a model to which you can aspire; SELF-ACCEPTING - being comfortable with yourself and knowing your own strengths and weaknesses.

An excellent book on self-esteem is GLAD TO BE ME: BUILDING SELF-ESTEEM IN YOURSELF AND OTHERS edited by Dov Peretz Elkins, Prentice Hall, Inc., Box 500, Englewood Cliffs, NJ 07632. This book poignantly portrays the beauty of self-acceptance and self-respect in poems, prose passages, and true-life vignettes written by famous poets, dramatists and philosophers, by their feelings and thoughts. It contains many passages on working with young children.

Another source for developing children's self-esteem is SELF-ESTEEM: A CLASSROOM AFFAIR: 101 WAYS TO HELP CHILDREN LIKE THEMSELVES by Michele and Craig Borta, Winston Press, 430 Oak Grove, Minneapolis, MN 55403. Although this is more age-appropriate for children in elementary school, many of the ideas can easily be adapted for preschool-aged children.

For additional stories, poems, and songs about the celebration of individuality, friendship, self-acceptance and self-love read FREE TO BE YOU AND ME, conceived by Marlo Thomas, McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, NY 10020. It contains creative expressions of the wide range of feelings and experiences that children have.

Mental health and self-esteem should be addressed on an on-going basis; therefore, activities and strategies for raising self-esteem are listed in each unit of this curriculum. The following activities are supplementary and would be appropriately conducted during a special unit on self-esteem.

Resources/Materials

Numbers correspond to Child Activities.

1. Poem: THERE'S NO ONE QUITE LIKE ME!

No one sees the world
quite the way I do.

I am very special
and you are special too.

No one has my eyes,
or ears, or nose, or hair,

So treat me very specially,
With lots of love and care.

The way I run and skip and play
is special, don't you see

I do all things in my own way,
THERE'S NO ONE QUITE LIKE ME!

2. Book: WHY AM I DIFFERENT by Norma Simon, Albert Whitman and Co., 5747 W. Howard Street, Niles, Illinois 60648.

   This story portrays everyday situations in which children see themselves as 'different' in family life, preferences, and aptitudes, and yet feel that being different is all right.

3. Toy balloons, separate lists of each child's special qualities and characteristics, pictures of each child on separate sheets of paper. Fold the lists and place each in a different balloon; then inflate them. String the balloons together. (When listing each child's characteristics include a PHYSICAL DESCRIPTION - color of eyes, hair, freckles, height/weight, glasses, etc.; PREFERENCES - likes to climb trees, enjoys books, loves vegetables, likes to go for walks, etc.; SPECIAL ABILITIES - can count to ten, can hang from a swing set upside-down, can do a forward roll, can tie shoelaces, shares with others, can learn quickly, etc.)

4. One 3 X 5 inch card for each child listing special qualities including physical characteristics, preferences, special abilities. Large, brightly wrapped box labeled THE WHO'S WHO BOX.

5. Book: PEOPLE by Peter Spier, Doubleday and Company, Inc., 245 Park Ave., New York, NY 10017.

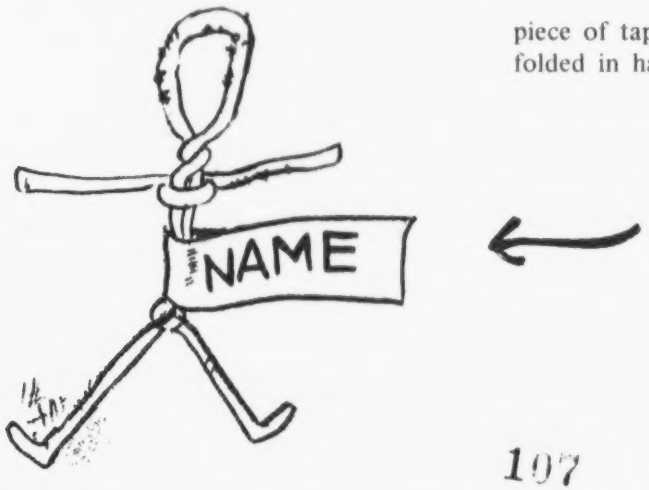
   Large picture book with sparse text that emphasized the differences among the four billion people on earth. Some vocabulary may need to be modified for preschoolers.

7. Book: THE LITTLE ENGINE THAT COULD by Watty Piper, Scholastic Book Services, A Division of Scholastic Magazines, Inc., 50 West 44th Street, New York, NY 10036.

   Classic story about self-confidence and determination.

   A model of THE LITTLE ENGINE THAT COULD: Materials needed - three empty shoe boxes without covers, twelve 3-inch circles cut out of heavy tagboard, 12 paper fasteners, two 6-inch strings, sequins, glitter, streamers or paper flowers for decoration. Fasten tagboard circles onto the boxes as wheels for the train. Connect the 'box cars' together by punching a hole through the ends of the boxes, threading the string through and tying knots on the inside of the boxes. Assemble decoration materials for child activity.

   Make 'pipe cleaner people' one per child (see Physical Health, Exercise for directions). Label each with the child's name by placing a 4-inch piece of tape, folded once, around the mid section of the 'body'.



piece of tape
folded in half

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Poem: SO CAN I

The Little Engine tried
So very, very hard
To get the circus people
To the circus yard.

He climbed that long, steep hill
So very, very high
Then all the people clapped & cherred
And shouted, 'What A Guy!'

I'm like that little train
And I bet you are, too.
We try our very best
At everything we do.

So everytime the teacher says
'Here's something new to try'
I'll think about that little train
If he can do it SO CAN I!

PARENT/CHILD ACTIVITY

Letter to parents, following.

Brochure, OUR CHILDREN'S SELF-ESTEEM: THOUGHTS FOR PARENTS AND TEACHERS, Network Publications, A Division of ETR Associates, 1700 Mission Street, Suite 203, P.O. Box 8506, Santa Cruz, CA 95061-8506, (408) 429-9822. Minimum order required.

Child Activities

1. Teach the poem THERE'S NO ONE QUITE LIKE ME.

2. Read WHY AM I DIFFERENT? by Norma Simon.

   Ask: What makes you different from everyone else?

3. A VERY SPECIAL PERSON

   Place the string of balloons containing children's special traits in a conspicuous spot in the classroom. Each day pop one of the balloons and describe A VERY SPECIAL PERSON. Designate that child as the helper of the day. Post the description on a bulletin board along with the child's picture. **To avoid choking, keep balloons and balloon fragments out of children's reach.**

4. WHO'S WHO

   Have the children take turns picking cards from the WHO'S WHO BOX. Read each card aloud and have children guess who it is describing.

5. Read PEOPLE by Peter Spier. Look at the pictures to see the wide variety of people that live in the world.

6. FIND A BUDDY

Ask the children to FIND A BUDDY who. . .

has the same hair color
is the same size
has the same eye color
has the same first name
is wearing the same color shirt
has the same kind of hair (short, curly, etc.)
has the same favorite food

Once the children identify someone they are similar to, they stand facing their 'BUDDY', shake hands and say:

Hi there, Buddy
How are you?
I have _____
just like you.

Then ask the children to FIND A BUDDY who. . .

has a different hair color
is a different size
has different eyes
has a different first name
is wearing a different color shirt
has a different kind of hair
has a different favorite food.

Once the children find someone who is different, they stand facing their 'BUDDY' and say:

Hi there, Buddy
How are you?
We're the same
but different, too!

We both have eyes
and ears and hair,
and different things
we like to share.

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7. Read THE LITTLE ENGINE THAT COULD.

After reading the story, bring out the model of the LITTLE ENGINE THAT COULD. Have the children help you decorate the train, then place their 'pipe cleaner' people in the train cars.

Teach the poem SO CAN I.

Reinforce the 'I CAN DO IT' attitude by praising children whenever they try new skills. Give credit for efforts the children make in any learning activity. When children make mistakes, correct them in a positive way. For example, 'That was a good try. Now try to make a circle that is even rounder. Try again.' or 'You can count to eight very well. Now try it again and count up to ten, I'll help you'.

Parent/Child Activity

Send home parent letter, following. Also send home a copy of the brochure, OUR CHILDREN'S SELF-ESTEEM: THOUGHTS FOR PARENTS AND TEACHERS, see Resources/Materials for order information.

Dear Parent:

WE LIKE US

I know that it is true,
that I love me and you love you.

And it's very plain to see,
that I love you and you love me!

Sometimes I'm very good,
sometimes I raise a fuss.
But even in the worst of times,
WE LIKE US.

Tell me what you like
about the things that make you great.
Then I will do the same,
this should be fun, I just can't wait!

Love,

Your Child

mental health

Identifying and Expressing Feelings

Basic Concept:

1. We all have feelings like happy, mad, sad and scared.

Extended Concept:

1. We can tell someone when we feel happy, mad, sad or scared.

Topic: MENTAL HEALTH - IDENTIFYING AND EXPRESSING FEELINGS

Main Idea:

1. Children will identify three different feelings and that feelings change.
2. Children will give one example of being glad and show how to express it.
3. Children will be able to give one example of being angry and explain what to do when feeling mad.
4. Children will give one example of being scared and explain what to do when feeling afraid.

Teacher Information

'The most complex kind of communication between people involves the identification, verbalization, and articulation of feelings. At the base of many of our responses, intellectual and emotional, and our ability to relate to others is our capacity to label our own emotions. Giving a name to an emotion is frequently a first step to dealing with it.' [1] The ability to identify and express emotions is greatly influenced by experiences of early childhood. Young children whose feelings are rejected or minimized, soon learn that perhaps feelings should be kept inside. If children's feelings are not taken seriously, they may begin to question the validity of their own responses and may begin to deny any feelings at all. When adults give children permission to express emotions, they learn to trust themselves and their feelings.

ANGER

Anger is a normal, healthy response to the sometimes very frustrating experiences of early childhood. Having toys taken away, not being allowed to do something, infringements on personal space or being teased are examples of things that make children angry. Anger turns into aggression when children strike out at each other in ways like hitting, kicking or shoving. This happens because children do not know how to respond appropriately to feelings of anger. Teaching children to verbalize anger will help them deal with it in a more acceptable way.

To prevent aggressive behavior, focus children's energy on activities such as:

FANTASY PLAY - Playing 'pretend' allows children to act out many different feelings. It is often a good way to gain insight into how children are coping with their experiences.

WATER PLAY - Water is soothing and relaxing and provides a way to practice pouring skills. Try adding some bubble bath.

AGGRESSIVE PLAY - Large muscle activities like climbing, running, tumbling and dancing are excellent ways for children to blow off steam.

MANIPULATIVE ACTIVITIES - Handwork like painting, coloring or using clay allows children to express angry feelings and re-focus aggressive energy.

FEAR

Fears that children experience can have basis in past events such as falling, being threatened, hurt or left alone, or they may have fears that exist in their imaginations, like ghosts or monsters in the dark. Children can also be afraid of things that are usually harmless, like bugs,

storms, dentists or doctors. Whatever the cause, the fear that children feel is very real and vivid to them. Their fears should be respected and taken seriously. Offering comfort and reassurance helps children when they feel afraid, and helping them figure out what to do when they are afraid will give them a sense of power and control.

[1] Excerpt from introduction to HOW DO I FEEL by Norma Simon, Albert Whitman and Company, Chicago, 1970.

Resources/Materials

Numbers correspond to Child Activities.

1. Book: HOW DO I FEEL? by Norma Simon, Albert Whitman and Company, 5747 West Howard Street, Niles, Illinois 60648.

   Twin brothers, Eddie and Carl, illustrate the variety of feelings that children have.

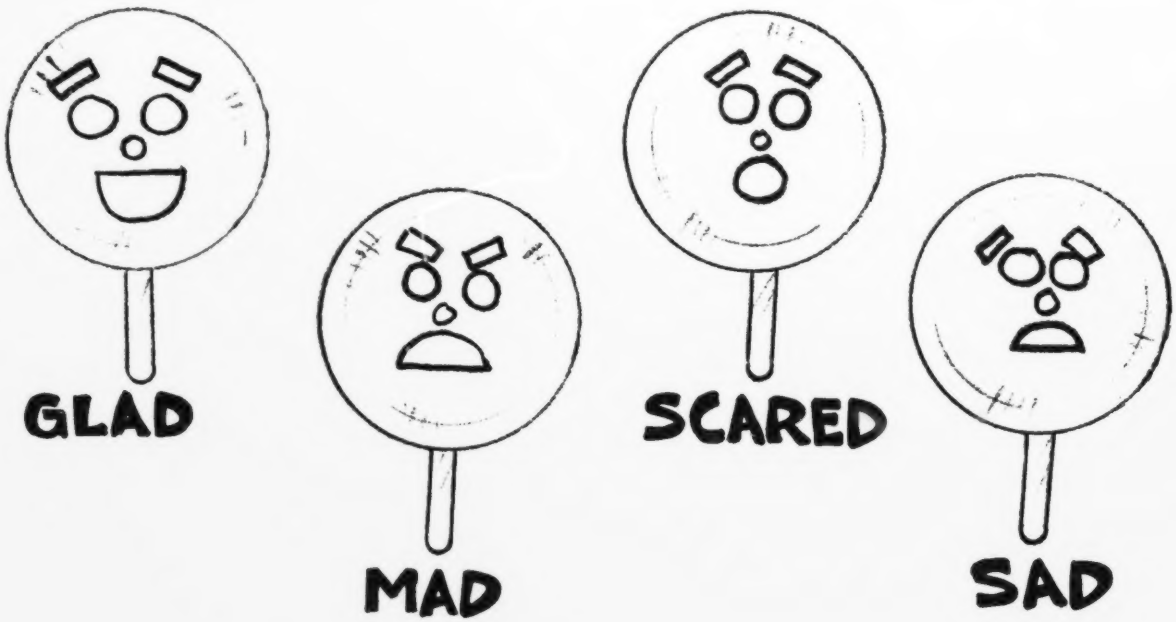
3. Poem: KIDS HAVE FEELINGS

   Kids have feelings
   Yes, we do
   Like sad and mad
   And happy, too.

   We all feel glad
   When things go well.
   Sometimes we're mad
   And want to yell.

   We might feel sad
   And very blue
   Kids have feelings,
   Yes, we do!

4. Materials needed for children to make paper plate faces depicting glad, mad, scared and sad. For each child: four paper plates, nine circles cut out of construction paper (eight for eyes, one for mouth showing fear), four smaller circles for noses, rectangles for eyebrows, a smile, frown, half-circle (for mouth showing anger), four flat sticks for handles, glue.



6. Book: I WAS SO MAD by Norma Simon, Albert Whitman and Company, 5747 West Howard Street, Niles, Illinois 60648.

   Text and pictures relate situations which sometimes result in such reactions as frustration, anxiety, humiliation, and loss of control.

7. Book: THE BERENSTAIN BEARS GET IN A FIGHT by Stan and Jan Berenstain, Random House, Inc., 201 East South Street, New York, NY 10022.

   Story about Brother and Sister Bear who get into an argument until Mama intervenes and helps them work it out.

8. Large muscle activities from Physical Health - Exercise.

9. Finger paint, large pieces of butcher paper, and paper plate faces from activity number 4.

10. Book: WILL IT BE OKAY by Crescent Dragonwagon, Harper and Row Publishers, Inc., 10 East 53rd Street, New York, NY 10022.

PARENT/CHILD ACTIVITY

Parent letter, following.

Child Activities

1. Ask the children:

   Can you name something that makes you feel happy or glad?
   What makes you smile?
   What kinds of things make you feel mad or angry?
   What makes you feel sad?

   Happy, mad, and sad are FEELINGS that all people have. And we are very lucky because we can tell each other about how we feel. Animals might get mad, or even sad but they can't TELL anyone. We can let each other know if we feel mad or when our feelings get hurt.

   There are many other feelings we might have, too. Sometimes we feel lazy when we don't feel like doing anything. We feel hungry sometimes, especially right before lunch time. We feel cozy when we get all bundled up in our warm clothes during winter.

   Let's meet Carl and Eddie who will tell us about some of the feelings they have. Read HOW DO I FEEL? Pause after the question HOW DO I FEEL? that appears in the text to see if children can identify different feelings. (Be aware, however, that very young children lack the verbal skills that are necessary to identify different feelings. This book will at least make them aware that people experience a variety of feelings.)

2. MAKING FACES

   Ask the children:

   Show me how you look when you are feeling happy, like when you get a present for your Birthday.
   Show me how you look when you feel mad, like when someone grabs a toy away from you.
   Show me how you look when you are sad, like when your pet gets lost or a friend moves to a different town.

3. Teach the poem KIDS HAVE FEELINGS.

4. THE FACES OF FEELINGS

Assemble art materials for children to make paper plate faces showing feelings. As you make each one, ask the children to give you examples of times when they've felt glad, mad, scared, sad. After each responds, ask 'What did you do about it? What can you do if you feel that way again?'

Tell them 'you can always TELL someone when you're glad, mad, scared or sad.'

5. After making the FACES OF FEELINGS, read the following story. Have the children hold up the FACE that depicts the emotion you describe in the story.

A DAY AT THE CAMPSIGHT

Nick and Keith are best friends. They love to do things together, like play in the sandbox, ride bikes, and draw crazy pictures of things. But their very favorite thing to do together is to go camping.

One day, their older friend Mark said, 'Let's go to Lake Park and camp overnight! We'll take the tent and sleeping bags and some food. . .' 'And don't forget the fishing poles', shouted Keith. 'And be sure to bring the beach ball, too', yelled Nick.

Mark was already putting things in the car. 'I won't forget a thing!' he said. Nick and Keith were glad to be going camping at Lake Park.

What face shows how they felt?

They were very glad to be going. Mark, Nick and Keith all jumped in the car and drove to Lake Park.

When they got there, they set up the tent and got their campsite all ready. 'Let's go fishing', said Keith, 'I'll bet there's lots of fish in the lake. We could catch some for supper.' 'No, let's go swimming and play with the beachball', said Nick. 'I think we should fish. If we swim, we'll scare all the fish away', argued Keith. 'But I feel like swimming!' cried Nick. 'Fishing!' yelled Keith. 'Swimming!' yelled Nick.

Pretty soon the boys were yelling at each other. 117

What face shows how they felt?

They were getting very angry at each other.

Mark knew they were feeling angry so he said 'O.K. you guys, the lake is big enough for fishing and swimming. Nick, you can swim over here. Keith, you can fish off the dock. That way, you can both do what you want.'

'O.K.' shouted Keith as he grabbed his fishing pole and ran to the dock.

'O.K.' shouted Nick as he hurried off to the beach with his beachball. They were having fun in the warm summer sun.

What face shows how they felt?

Pretty soon it was time for lunch so Mark got out peanut butter sandwiches, carrot sticks, oranges and milk. He even had their favorite dessert - chocolate chip cookies.

'Come and get it!' he shouted. Keith and Nick ran over to the picnic table to eat lunch. 'You're a good cook, Mark' they said, even though the peanut butter sandwiches were a little dry.

After lunch, they all went on a hike through the woods. It was a beautiful day for a walk. Nick and Keith were having fun climbing rocks and jumping over trees that had fallen. Mark was looking for wood to take back for a campfire.

All of a sudden, the boys heard a strange noise coming from behind some bushes.

'What's that?' asked Keith. 'I don't know, but it sounds scary' said Nick. The noise got louder and louder. The boys didn't know what it was.

'Maybe it's a bear', said Nick. 'Maybe it's a lion', said Keith. 'Or it could be a big monster', added Nick. 'Or even a huge ghost that hides in the woods!' whispered Keith.

What face shows how they felt?

They were feeling afraid. They didn't know what was making the strange noise.

All of a sudden a voice shouted 'Here it is! I found it!' It was Mark! He had dropped his jackknife and was looking for it in the tall grass behind the bushes.

'Sorry if I scared you', he said 'I was cutting some rope to tie this wood together and dropped my jackknife. I'll bet I was making some strange noises, looking around in the bushes.'

'I thought it was a lion', said Keith. 'I thought it was a bear', said Nick. 'It was only me', said Mark as he tied the wood together and lifted it up over his shoulder. 'We better get back to camp now. Tonight we're cooking over the campfire!'

'I hope it's not peanut butter sandwiches', whispered Keith. 'Me too', said Nick, 'Mark is a good cook, but his peanut butter sandwiches are a little dry.'

When they got back to camp, Mark built a fire while Keith and Nick put the sleeping bags in the tent.

'Tomorrow we have to go home', said Keith as he laid his sleeping bag on the tent floor. I'll miss the woods and the lake.' 'Me, too' sighed Nick as he flopped on his pillow, 'I don't want to go home. I want to swim in this lake until winter.' 'No more fishing' said Keith. 'And no more hikes in the woods', added Nick with tears in his eyes.

What face shows how they felt?

They were very sad that they had to leave the next day.

Mark had been listening to the boys tell each other how sad they were about leaving. He went into the tent to try to cheer them up.

'What's wrong boys? Are you sad?' asked Mark.

'We will miss the lake and the woods and all the fun things we can do here. We don't want to go home tomorrow,' said Keith.

'I know', said Mark. 'I feel sad to go, too. Maybe we can come back sometime.'

'Really?' asked Keith. 'Do you mean it?' shouted Nick.

'I sure do! Only next time we'll stay for the whole weekend' said Mark.

'Hooray!' shouted the boys. 'We get to come back to the park sometime! More fishing! More swimming!'

What face shows how they felt?

They were very, very happy to know about coming back to Lake Park.

'There's just one thing', said Keith. 'What's that?' said Mark. 'Maybe Nick and I could make the peanut butter sandwiches next time!' They all laughed. They knew Mark was a good cook, but his peanut butter sandwiches were a little dry.

Nick and Keith did the right thing. They talked to Mark and each other about the different feelings they had that day. Ask:

How can you talk to others about your feelings?
What are some things you can talk about?

6. Read I WAS SO MAD by Norma Simon.

Ask:

What are some things that make you feel soooo mad?
What can you do when you feel mad?
Who can you tell when you are mad?

7. Read THE BERENSTAIN BEARS GET IN A FIGHT by Stan and Jan Berenstain.

   Ask:

   Have you ever had a fight with someone?
   What happened?
   What can you do if that happens again? Who can you tell?
   What else can you do when you're mad and upset?

sing	run and jump
dance	draw pictures
play hard outside	

8. When children start acting overly aggressive, conduct some large muscle activities like dancing, running, climbing or the obstacle course. These are great ways for children to blow off steam. (See Physical Health - Exercise)

9. FEELINGS MURALS

   Have children finger paint a picture of happy, sad, scared and angry. Hang the pictures in groups according to the feeling they portray. Hang the paper plate faces from activity number 4 at the center of their respective finger paintings to form a feelings mural.

   Have each child stand in front of each of the murals. Ask: 'Have you ever felt mad? Scared? Sad?' 'What did you do? What can you do if you feel that way again?'

   End with the happy mural. Ask: 'What makes you happy? What do you do when you are happy?'

10. Read WILL IT BE OKAY by Crescent Dragonwagon.

    Ask:

    What are some things that make you feel afraid?
    Who can you tell if you feel scared?

Self-Esteem Activity

Reinforce the communication of feelings by acknowledging when children tell someone they are mad rather than hitting or pushing, etc. For example 'Anna, thank you for telling Mary

that you didn't like it when she pushed your blocks over. Mary, you should be careful when you play near Anna's building blocks.'

Also, reinforce when the children tell you they are afraid. For example, 'I'm glad you told me that dog scared you. We will all stay away from it.'

Parent/Child Activity

Send home parent letter, following.

ready... set... grow!

Dear Parent:

We are learning about feelings like glad, mad, scared, and sad. We are also learning that sharing our feelings makes us feel better, especially if we're scared, angry, or very sad.

Let's learn this song together so we'll always remember to tell each other about how we feel.

WHEN YOU'RE HAPPY AND YOU KNOW IT

When you're happy and you know it clap your hands.

When you're happy and you know it clap your hands.

When you're happy and you know it, then you know you have to show it.

When you're happy and you know it clap your hands.

Verse 2: When you're sad and you know it ask for help.

Verse 3: When you're mad and you know it let me know.

Verse 4: When you're scared and you know it let me know.

End by repeating the first verse.

Thanks,

Your Child

mental health

The Feelings of Others

Basic Concept:

1. Other people have feelings.

Extended Concept:

1. We can help others when they are not feeling happy.

Topic: MENTAL HEALTH - THE FEELINGS OF OTHERS

Main Idea:

1. Children will be able to explain that other people show a variety of feelings.

Teacher Information

The egocentric nature of children results from their inability to see things from another person's point of view and the lack of social experiences which are necessary in learning how others feel. Children begin to lose their egocentricism when they display such actions as soothing an upset playmate, fetching the teacher to deal with another child's mishap or rebuking a youngster who has treated another unkindly.

As in identifying and expressing one's own feelings, the first step to understanding the feelings of others is to label them. At this point it becomes especially important to share and talk about feelings we each have.

Resources/Materials

Numbers correspond to Child Activities.

1. Book: THE GIVING TREE by Shel Silverstein, Harper and Row, 10 East 53rd Street, New York, NY 10022.

   Tender story that offers an affective interpretation of the gift of giving and a serene acceptance of another's capacity to love in return.

2. Doll, toy truck, a piece of jewelry, an adult book, necktie, wooden block set, frying pan, shovel (or any combination of articles suitable as gifts for adults and children).

3. Book: ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY by Judith Viorst, Atheneum, 597 5th Avenue, New York, NY 10017.

   Story that recounts the events of a day when everything goes wrong for Alexander.

4. Materials necessary to make paper plate faces depicting happy, mad, scared (see Identifying and Expressing Feelings, Activity No. 4 for directions).

PARENT/CHILD ACTIVITY

Parent letter and story about CRABBY BEAR, both following.

Child Activities

1. Read THE GIVING TREE by Shel Silverstein.

   How did the tree show she loved the boy?
   How do people show they love you? What do they give you?
   How do you show people you love them?

2. SHOPPING FOR A GIFT

Set up a display of 'gifts' for children to see. Tell them you need their help in picking out a gift for each of their parents. Ask each child to choose a gift and tell why it was chosen. Then ask them to choose a gift for another child and state why.

The choices children make reflect their ability to understand the preferences of others. Children who choose gifts that are appropriate for adults display a less egocentric perspective than do children who choose toys as adult gifts.

3. Sometimes no matter how hard we try, it seems like things still go wrong. Sometimes we have a bad day and need the help of others to feel better. Sometimes when someone else has a bad day, we can help them feel better. Let's meet Alexander and see what happened to him. Then we'll talk about how we might be able to help him feel better.

Read ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY by Judith Viorst.

Ask:

What happened to Alexander?
What would you do if those things happened to you?
How could we help Alexander feel better?
What would make you feel better if you had a day like Alexander's?

4. Make paper plate faces depicting happy, mad, scared as in Activity No. 4 of Identifying and Expressing Feelings. Divide the children into two groups. Explain that one group will hold up the face that shows how Tommy feels. The other group will hold up the face that shows how Janie feels. Read the following story.

TOMMY AND JANIE AT SCHOOL

Tommy and Janie go to school at (name of your center).

One day Tommy decided to play with colored blocks. He was having fun making bridges and houses, magic animals and huge machines.

What face shows how Tommy felt?

Janie was also having fun playing in the sandbox. She was busy making a special city where all of her friends lived and played together. She thought it was a wonderful city because it never rained or got too cold. And the buildings in her city were tall and sturdy and beautiful.

What face shows how Janie felt?

Pretty soon, Tommy got tired of building things with the blocks so he decided to play with Janie in the sandbox. As he stepped into the sandbox, he knocked over one of Janie's biggest buildings. 'Oh darn you!', yelled Janie. 'Look what you've done! You've knocked over the main building in my city! I'll get you, I'll throw this sand at you!'

What face shows how Janie felt?

What face shows how Tommy felt?

Look at how the faces are different.

Just then, the teacher came over to see what was going on. 'Tommy is knocking over my buildings!' yelled Janie. 'Janie's throwing sand', shouted Tommy.

O.K.', said the teacher, 'we all play together and share things at this school.'

'Well, I was tired of the sandbox anyway', said Janie 'I'll play with the blocks.' 'Why don't you bring the blocks to the sandbox and build some bridges with them?' said Tommy. 'Well, O.K.', said Janie, 'maybe I could.'

What face shows how Janie and Tommy feel now? Did their faces change?

Self-Esteem Activity

Reinforce the expression of feelings. 'I am glad you told me you felt ---------- when that happened. Now I know, too.

Parent/Child Activity

Send home parent letter and the story about CRABBY BEAR, both following.

Dear Parent:

Today we talked about the feelings of others.

To practice doing this, we are having a take home story. Read through the story to yourself, and then read it aloud with your child. Have your child fill in the blanks.

After your child fills in the blanks, read it aloud to your child filling in the blanks yourself as if YOU were Crabby Bear. Another day, when one of you is Crabby Bear, you might read the story again and talk about being crabby.

Sincerely,

(Teacher)

P.S. Try changing the story as though it is about Happy Bear, Sad Bear, or Scared Bear.

Once there was a Crabby Bear. He was crabby because _(have child fill in reason)_. His Mom/Dad got mad at him because he was so-o-o crabby. When Mom/Dad got mad she/he _(have child tell what Mom/Dad did)_. That just made Crabby Bear crabbier. Crabby Bear wished Mom/Dad would not get so mad. If Mom/Dad did not get mad, but instead _(have child tell what Mom/Dad could do instead)_, then I would not be a Crabby Bear anymore.

mental health

Preventing Emotional Neglect

Topic: MENTAL HEALTH - PREVENTING EMOTIONAL NEGLECT

Main Idea:

(Teacher information only.)

Teacher Information

It is difficult to teach children how to avoid emotional neglect per se because so much is dependent upon the parents' ability to nurture and love. You can, however, provide children with emotional support while they are in your care. You can also be aware of how emotional neglect is defined and manifested. Additionally, you should determine for yourself the role you wish to play and the level of involvement you wish to assume in this area.

Emotional starvation is not as readily identifiable as physical malnutrition. Emotional neglect may be defined as the deprivation suffered by children when their parents do not provide opportunities for the normal experiences that produce feelings of being loved, wanted, secure and worthy which then results in the inability to form healthy relationships.

A child is sensitive to his parents' feelings for him, and just as parents' capacity for and the manner of giving physical care varies, so the capacity to demonstrate affection and the WAY IN WHICH IT IS DEMONSTRATED varies. Remember too, that children are sensitive to how YOU feel about them. Create an environment of love and acceptance by doing whatever you can to make the children feel they are all unique and worthwhile as individuals. A child who chronically acts up or behaves inappropriately MAY be doing so to gain attention that is not given at home. Do what you can to make that child feel accepted and worthwhile. This might include a little extra attention in addition to appropriate disciplinary action when necessary, such as time out. Remember, children need to know and understand limits of behavior - this tells them that you really do care.

Self-esteem is of paramount importance in emotional health. Everything you do with and for the children in your care should reflect an attitude that says 'you are capable, you are unique, you are worthwhile, you are lovable'. Mental Health experts agree that unless you feel this way about yourself, it is impossible to totally accept another person as worthwhile and lovable. Examine your own level of self-esteem.

family living

My Family – Your Family

Basic Concepts:

1. Each one of us belongs to a family.
2. Families are the same yet different.

Extended Concepts:

1. Family members have different jobs and responsibilities.
2. Different jobs can be done by both men and women.

Topic: FAMILY LIVING - MY FAMILY, YOUR FAMILY

Main Idea:

1. Children will identify family members.
2. Children will recognize similarities and differences between families.

Teacher Information

Being an important member of a family is essential to the feeling of security and well-being. Although families may differ greatly in size and living arrangements, they are the same in that people within families love and care for each other.

Instilling an attitude that each family is unique in its make-up is an important foundation for a high level of self-esteem. Each child should demonstrate pride in belonging to a family, whatever its size or membership. This is especially important to children who come from one-parent families or who may be living with a relative or other guardian.

Resources/Materials

Numbers correspond to Child Activities.

1. White or brown lunch-size bag for each child to make a paper bag house representing their own home, crayons, one sheet of yellow construction paper for each child, half sheet of brown construction paper for each child, scissors, and paste.

   Book: FAMILIES by Meredith Tax, Little, Brown and Company, Boston. Orders to: 200 West Street, Waltham, Mass. 02154.

   A delightful story about Angie and all her friends who come from a wide variety of families. Explains that 'the main thing isn't where families live or how big they are - it's how much they love each other'.

2. Paper and crayons to draw family members (to be placed inside paper bag house) or use the following patterns to color and cut, crayons and scissors.

4. Find pictures or use the following of men and women working in a variety of jobs.

5. Book: ALL KINDS OF FAMILIES by Norma Simon, Albert Whitman & Company, 5747 West Howard Street, Niles, Illinois 60648.

   This book explores in words and pictures what a family is and how families vary in make-up and lifestyle.

SELF-ESTEEM ACTIVITY

Photographs of children's family members, bulletin board.

PARENT/CHILD ACTIVITY

Letter to parents, and MY FAMILY CIRCLE worksheet, following.

Child Activities

1. MY FAMILY'S HOUSE

Give each child an open lunch bag: this represents the home. Give them each a piece of yellow construction paper and assist them in drawing and cutting out the windows for the house. Using brown paper, cut out a door for each house. Have the children color their paper bag houses similarly to their real houses. Paste the windows and doors on each paper bag house.

Compare how the houses are similar. Each serves to keep us dry and warm, each has a roof and walls, each has a door and windows, each is a home for a family. How else are they the same?

Compare how each house is different. Each has different people living it it, there may be different numbers of people in each: some have two people and some have more. Have each child tell how many people live in her house. Families, like houses, are all the same, yet different.

Read FAMILIES by Meredith Tax. As you read the story, ask the children if any of them belong to the kinds of families described in the book. Ask if any belong to yet different kinds of families. How are they the same? How are they different?

2. MY FAMILY

Help the children color and cut pictures of their families. As you do this, talk about each child's family - the number of people and pets, names, ages, color of eyes and hair, size, occupations, etc.

Have the children place their families in the houses. Maybe they could visit each other or have a party at someone's paper bag house. Help them invent stories about going over to a friend's paper bag house.

Have the children place their families on the table in front of them. Compare how each family is different in size, relationships (sisters, fathers, etc.), race, occupations, number of pets, etc. Have the children help you discover other differences between families.

Explain that even though they are all different, the most important thing is how families are the same - they all love and care for each other.

3. FAMILY JOBS

Each family member is responsible for different things. Sometimes Dad does the cooking and cleaning while Mom goes to work. Children may have chores to do like putting toys away or playing with little brother. Sometimes Grandma takes care of the children while Dad goes to work. Ask the children who is responsible for duties such as preparing meals, cutting the grass, fixing the car, walking children to the bus, putting toys away, buying food, etc. How can we help with the family jobs?

4. GIRL JOBS - BOY JOBS

Ask the children what kinds of jobs their family members have such as:

factory worker	mechanic	cleaning person
firefighter	homemaker	police officer
waitress/waiter	clerk	teacher
business owner	student	

If someone's mother is a teacher, ask if a man could also be a teacher. If someone's father is a clerk ask if a woman could also be a clerk. Encourage the children to agree that men and women are equally capable to do different kinds of jobs.

Find pictures or use the following drawings to show both men and women in a variety of different jobs.

5. Read ALL KINDS OF FAMILIES by Norma Simon.

Self-Esteem Activity

Have the children bring photographs of their family members. Mount them on a bulletin board and entitle it OUR FAMILIES. As you post each one, name all the family members and their characteristics - size, color of hair, sex, relationship, etc.

Parent/Child Activity

Send home letter to parents requesting picture(s) and MY FAMILY CIRCLE worksheet, following.

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Dear Parent:

I am learning about my family and about how mine is similar yet different than other families. Did you know that there isn't a family quite exactly like ours in the whole world? That makes our family very special and unique!

I would like to show the rest of my friends just what my family looks like. If you have pictures of us, I would like to take one to school to show just how special we are! I'll be sure to bring it back home.

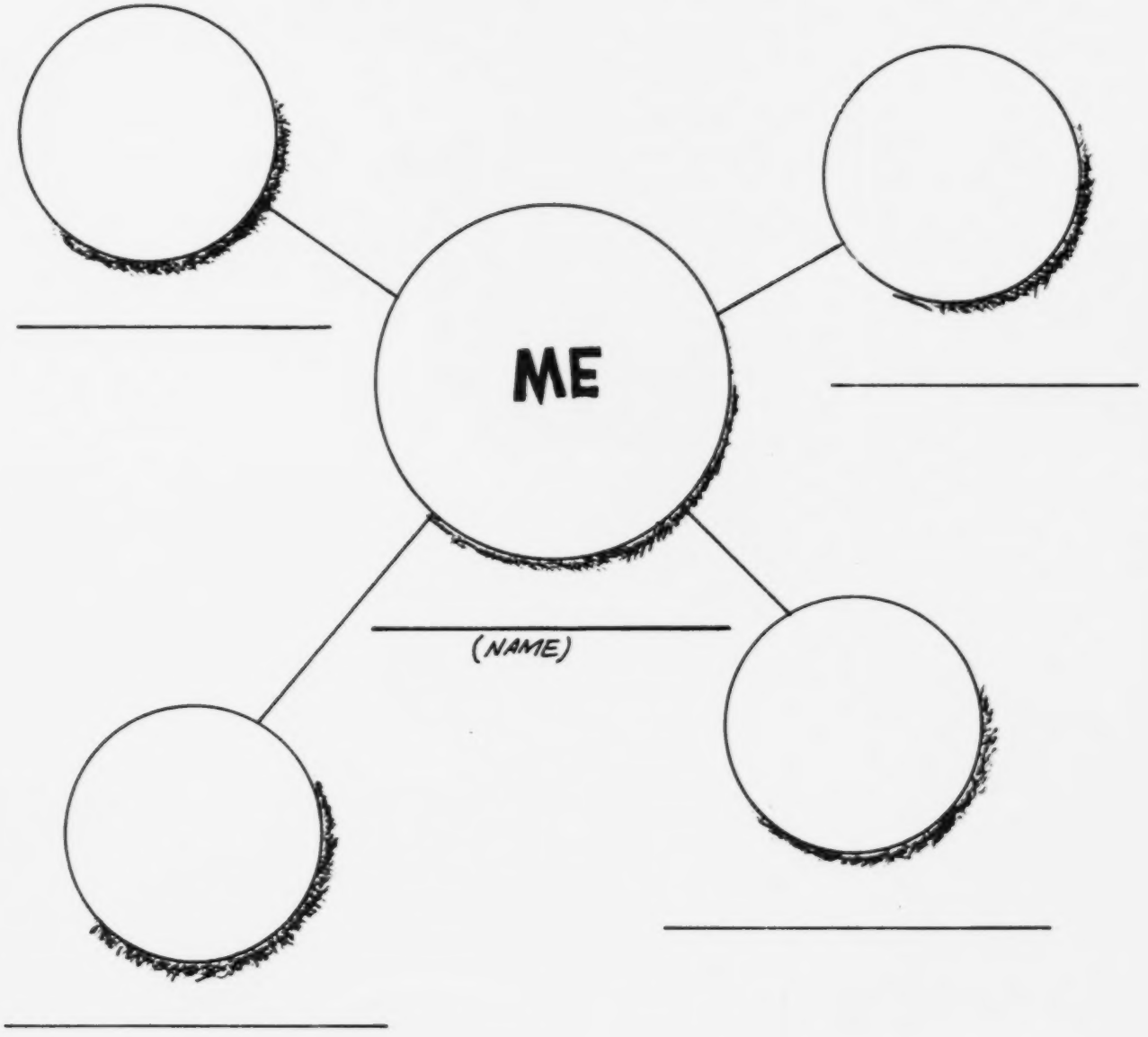
Thanks,

Your Child

P.S. Say cheese!

MY FAMILY CIRCLE

FILL IN NAMES OR PASTE PICTURES
OF FAMILY MEMBERS AND RELATIVES.



family living

How Families Begin — Life Before Birth

Basic Concept:

1. A baby grows inside the mother before being born.

Extended Concept:

1. It takes almost a year for a baby to grow from a tiny egg to a full-sized baby before it is born.

Topic: FAMILY LIVING - HOW FAMILIES BEGIN, LIFE BEFORE BIRTH

Main Idea:

1. Children will describe that babies grow inside the mother's body before they are born.

Teacher Information

Preschool-aged children are naturally curious about where babies come from. At about 5-6 years, children may begin to wonder how the baby gets inside the mother. At ages 6-7, some children are ready to hear about intercourse.

It is not necessary to explain intercourse when a young child wants to know where babies come from. They are usually satisfied with the explanation that babies grow in a special place inside the mother's body which is called the uterus or womb. The uterus is like a house where the baby is safe and warm while growing from a tiny speck to a full-size baby.

When discussing life before birth or the actual birth process, it is important to use appropriate, anatomical terms. If euphemisms are used, or if you act embarrassed or uncomfortable about body parts, the children will sense that these parts are dirty, embarrassing to talk about, or unnatural.

Resources/Materials

Numbers correspond to Child Activities.

2. Pictures showing different human and animal families with new babies.

3. Book HOW WAS I BORN: A STORY IN PICTURES, pages 6-19, by Lennart Nilsson, Delacorte Press/Seymour Lawrence, c/o Dell Publishing Co., 1 Dag-Hamarskjold Plaza, 245 East 47th Street, New York, NY 10017.

   This book shows actual photographs of fertilization, prenatal growth and the birth process. Pages 6-17 show pictures of the fetus at various stages to illustrate prenatal growth and development during pregnancy.

   Pictures have captions and text that describe points of interest such as fingers, nose, cord, eyes, blood vessels, thumb-sucking. Excellent pictures of full size babies in utero. Captions need some vocabulary modifications for young children.

4. Book DID THE SUN SHINE BEFORE I WAS BORN: A SEX EDUCATION PRIMER, by Sal and Judith Gordon, Okpaku Communications, Division of Third Press, Review of Book, Co., 330 Seventh Ave., New York, NY 10001.

   This book focuses on the family and how it grows. Illustrations show a wide variety of family situations to stimulate a child's awareness and acceptance of differences in lifestyles and cultures. Contains drawings of boy and girl bodies, breast-feeding, and birth.

Being strictly factual, it does not presume to make choices or determine attitudes for children. Contains some information on intercourse and fertilization which can be included or omitted as desired.

SELF-ESTEEM ACTIVITY

Book WHERE DID I COME FROM?, by Peter Moyle, Lyle Stuart Inc., Publisher, 120 Enterprise Avenue, Secaucus, New Jersey 07094.

Simple text and colorful, humorous illustrations describe the facts of life without any nonsense. Describes in a lighthearted way the difference between boy and girl bodies, intercourse, orgasm, fertilization, and prenatal growth and development. Contains month by month description of prenatal development that is easy for preschoolers to understand. Last page reads, ' . . . It was all done for you.'

PARENT/CHILD ACTIVITY

Worksheet MY BIRTHDAY, following.

Child Activities

1. Introduce this lesson by reviewing what the children learned about families from the previous lesson, MY FAMILY - YOUR FAMILY.

   - families are different in size, some are big, some are small

   - some of us are the youngest, some in the middle, some are the oldest

   Ask 'Is anyone going to have a new baby brother or sister? How do you know?'

   - Mom or Dad told me

   - Mom's tummy is big

   - there's a baby in my mom

   Point out that new babies make families larger and that the new baby becomes the youngest member of the family.

2. Show pictures of human and animal families with babies. Point out similarities and differences between families. Have the children tell you which family members are the newest, youngest.

3. Show pictures of prenatal development as found on pages 6-19 in the book HOW WAS I BORN?: A STORY IN PICTURES by Lennart Nilsson.

   Introduce the pictures by saying 'Look how these families (from pictures in previous activity) grow when there is a new baby added: the babies will grow too, they will become children as big as all of you someday. They have already done a lot of growing before they were even born. Babies grow from a tiny speck (or egg) to a full size baby inside the mother. Puppies grow inside the mother dog; kittens grow inside the mother cat, and babies who grow to be children and older people grow inside older girls (women). All of us grew inside our mother's body before we were born.' (Show and describe pictures. Reinforce that all of this growing is taking place inside the mother before birth. Page 19 shows a photograph of a baby being born - head out of the mother and a photo of the baby's face at one minute old.)

4. Read DID THE SUN SHINE BEFORE I WAS BORN: A SEX EDUCATION PRIMER. (Preliminary review suggested.)

5. If a teacher or parent is pregnant and willing, she could allow the children to touch her abdomen and perhaps feel the baby move.

Self-Esteem Activity

Read the last section of WHERE DID I COME FROM? Start where the text reads: 'From a speck to a baby in nine months . . . '

Parent/Child Activity

Send home worksheet MY BIRTHDAY, following. Have the children or parents bring it back so the information can be used in the following lesson on growth and development.

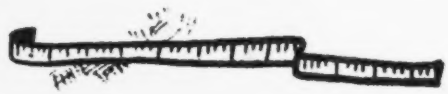
My Birthday Worksheet

I WAS BORN AT _____ O'CLOCK

HOSPITAL NAME OR ADDRESS

AT _____
(LOCATION)

I WEIGHED ____ LBS ____ OZ



I WAS _____ INCHES LONG

(PICTURE)

THIS IS WHAT I LOOKED LIKE.

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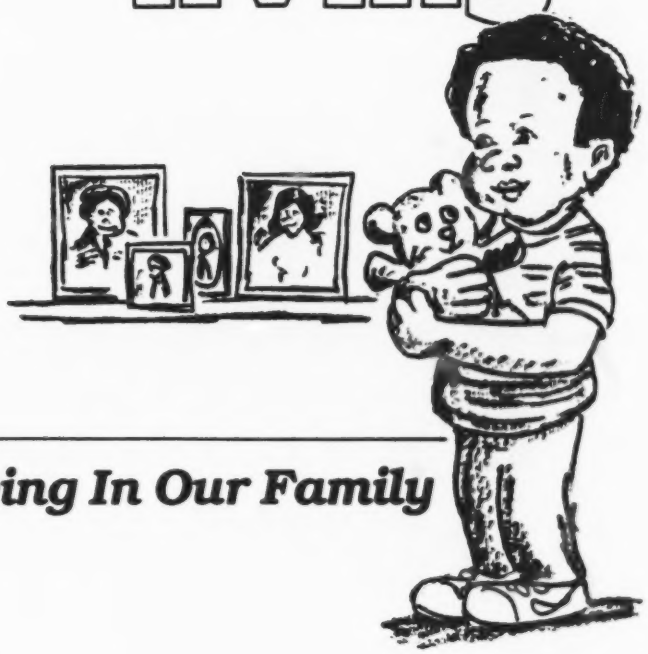
family living



Growing In Our Family

Basic Concepts:

1. Our bodies are always growing.
2. Our bodies need food, shelter, air and water to grow.
3. We need love and friendship to grow.

Extended Concepts:

1. Children grow in the same ways but at different rates.
2. Babies grow to be children then adults.
3. When people grow to be very old, they still need love and caring.
4. We can have close relationships with people of all ages.

Topic: FAMILY LIVING - GROWING IN OUR FAMILIES

Main Idea:

1. Children will describe that kids, like bean sprouts, grow and develop.
2. Children will describe that we need food, shelter, air and water to grow.
3. Children will compare present height and weight to height and weight during infancy.
4. Children will describe that each child grows at a different rate but in similar ways to other children.
5. Children will describe that people of all ages need love and friendship to grow.

Teacher Information

Young children are facinated by how their bodies are growing and changing as they get older. They love to compare themselves to when they were younger - how they've gotten taller, faster, bigger, longer, and more capable. They need to remember that good health habits help them grow. Reinforce the need for exercise, nutritious foods, rest, and safe living habits that help us grow healthy and strong in a safe way.

Another concept of importance to people at all stages of growth is that we all need nuturing, love, support and friendship. People who have close relationships and active support systems live longer and happier lives than those who have similar health profiles but no close, loving relationships. For young children, it is the family that provides the environment for determining how each child will value personal relationships throughout life.

To fully appreciate the importance of having close relationships with family and friends, read FRIENDS CAN BE GOOD MEDICINE written and distributed by California Dept. of Mental Health, Publications Unit, P.O. Box 1015, North Highlands, CA 95660. (Prepayment must accompany order.) This book describes the influence that caring relationships have on health and happiness. It would provide an excellent basis for discussion among parents and providers, perhaps at a training workshop or parent meeting.

Exploring the experiences and fulfillment we get from having close friendships with family members and people of all ages teaches young children to value being part of a support system.

Resources/Materials

Numbers correspond to Child Activities.

1. Approximately one teaspoon mung beans or soybeans per child, baby food jars for each child, cheesecloth or other loosely woven fabric fitted over the top of each jar and secured with a rubber band, and labels to identify each child's jar.

4. Book: TITCH by Pat Hutchins, Collier Books, Division of Macmillan Publishing Co., Inc., 866 Third Avenue, New York, NY 10022.

   Colorful pictures and simple text tell of a young boy named Titch who is smaller than his older brother and sister in many ways. The story tells of how Titch plants a seed that grows and grows - becoming a lovely plant that is taller than any of the children.

5. Scale and measuring tape, chart to record height and weight for each child, completed worksheet MY BIRTHDAY as done in previous lesson, How Families Begin - Life Before Birth (Parent/Child Activity).

6. Books: THE VERY LITTLE GIRL and THE VERY TALL LITTLE GIRL by Phyllis Krasilovsky, Doubleday & Company, Inc., 501 Franklin Avenue, Garden City, New York 11530.

   THE VERY LITTLE GIRL is a story about a girl who seems to be smaller than everything, but one day discovers she is growing bigger.

   THE VERY TALL LITTLE GIRL is a story about a girl who worries about being taller than other children. Once she notices that everyone in her family is tall like she is, she stops worrying and sees the special advantages of her size.

   Together, these books compare children at the same age but at different stages of development.

7. Book: YOU'LL SOON GROW INTO THEM, TITCH by Pat Hutchins, Greenwillow Books, 105 Madison Avenue, New York, NY 10016.

   Bright, colorful pictures and simple text tell about Titch who inherits his older siblings' outgrown clothes. The tables turn however, when a new baby comes into the family and Titch is then able to hand down his outgrown clothes.

8. Grandparent or senior citizen who is willing to talk to the children about personal experiences during childhood.

9. Book: KEVIN'S GRANDMA by Barbara Williams, E.P. Dutton, 201 Park Avenue South, New York, NY 10003.

   Kevin likes to talk about his grandmother who gives him judo lessons, goes sky-diving, and who once worked in a circus riding a unicycle on a tight-rope. This is a cute story about two boys who share stories about their special friendships with their grandmothers. One boy's story is more realistic than the other's.

10. Book: NOW ONE FOOT, NOW THE OTHER by Tomie de Paola, G.P. Putnam's Sons, 200 Madison Avenue, New York, NY 10016.

    When his grandfather suffers a stroke, Bobby teaches him to walk, just as his grandfather had once taught him. It is a lovely story about a loving, caring relationship between two people of different ages.

11. Book: MAXIE by Mildred Kantrowitz, Parents' Magazine Press, 685 Third Avenue, New York, NY 10017. Distributed by: Elsevier-Dutton Publishing Co., 2 Park Ave., Dept. JH, New York, NY 10016.

    This is a touching and humorous story about people who live together and need other people. It tells about Maxie who one day stays in bed because she thinks her dull routines are of no use to anyone. She then discovers, however, that many people rely on her performing these routines.

12. Book: A SPECIAL TRADE by Sally Wittman, Harper and Row Publishers, Inc., 10 E. 53rd Street, New York, NY 10022.

    As the years go by, a little girl is able to help an old man as he helped her when she was very young.

SELF-ESTEEM ACTIVITY

Rhythmic activity:

I AM GROWING
(tune of Frere Jacques)

I am growing
(One arm held above head)
I am growing
(Other arm held high)
Big and Strong
(Swing arms in large circle, crossing in front to end reaching high)
Big and Strong
(Swing arms again)
I used to be much smaller
(Squat down bending low)
And soon I will be taller
(Stand up straight - arms over head)
I will show
(Arms down, turn around)
How bodies GROW!
(Bend knees and jump into air - land with bent knees then stand with arms held high. End by cheering and clapping)

PARENT/CHILD ACTIVITY

Parent letter, following.

Child Activities

1. Grow bean sprouts.

   Help each child measure approximately one teaspoon of mung beans or soybeans into a baby food jar. Label each jar with the child's name.

   Cover the beans with water and soak overnight.

   Drain off water and store in a dry, warm, dark place (closet).

   Rinse with cool water twice daily.

   Observe daily changes in size, hardness, color, new shoots. Notice how the sprouts are growing.

   Sprouts should be ready in a few days.

2. While sprouts are growing and changing, compare to how children grow and change: children are like sprouts - they both need air, water, shelter and food (sprout food is stored in the seed) in order to grow healthy and strong. Children, like sprouts, grow every day. Some sprouts and children grow faster/slower than others.

3. When the beans have sprouted, allow the children to eat them.

4. Read TITCH by Pat Hutchins.

   Talk about how Titch's seed grew and grew - just like the bean sprouts did. Talk about how Titch and all children are growing, too.

   we get taller
   we get stronger
   we learn new things every day
   our bodies get bigger
   we stay healthy
   we need food, shelter, water and air to grow

5. Measure and record each child's height and weight. Do this at the beginning of the year and then every few months to show growth. Compare present height and weight to measurements from Parent/Child worksheet MY BIRTHDAY as done in previous lesson, How Families Begin - Life Before Birth.

6. Compare how the growth rates of different children are different. Some have grown faster than others, some slower. This shows us that children grow at different speeds (rates) but in the same ways.

   Read THE VERY LITTLE GIRL and THE VERY TALL LITTLE GIRL by Phyllis Krasilovsky.

7. Sometimes our clothes tell us that we are growing because they seem to get smaller. When our clothes start to fit snugly, we know we are growing bigger. When this happens, we sometimes can wear clothes that are too small for older brothers/sisters. (They are growing, too!)

   Read YOU'LL SOON GROW INTO THEM, TITCH by Pat Hutchins.

8. Ask a grandparent to come and talk to the children about growing. This provides a good opportunity for young children to become familiar with someone in a different stage of growing. It also provides the grandparent with an excellent opportunity to talk about 'When I was your age . . .' Ask the grandparent to bring pictures and memorabilia so the children can compare their clothes, hairstyles, activities, etc. to those of children from long ago.

9. Read KEVIN'S GRANDMA by Barbara Williams.

   Have each child tell about friendships with family members who are old.

10. Read NOW ONE FOOT, NOW THE OTHER by Tomie de Paola.

    Ask: Do you think Bob and Bobby are good friends who are growing together?
    How do you know? (They helped each other.)
    How did they help each other?
    Do you have any friends who are very old?
    How do you help them? How do they help you?

11. Read MAXIE by Mildred Kantrowitz.

    Reinforce how we all need each other just like Maxie's friends needed her.

12. Read A SPECIAL TRADE by Sally Wittman.

    Talk about the special friendship between Bartholomew and Nelly and how they helped each other.

Self-Esteem Activity

Teach the rhythmic activity: I AM GROWING.

Parent/Child Activity

Write each child's name on a copy of the parent letter, following, and send it home to parents.

ready... set... grow!

Dear Parent:

We are learning about growth and development during early childhood. The concepts we are exploring relate to how people grow from infancy to childhood to adulthood. We are learning about how bodies grow by comparing ourselves to when we were younger. We are learning that different people grow at different rates but development is basically the same for everyone.

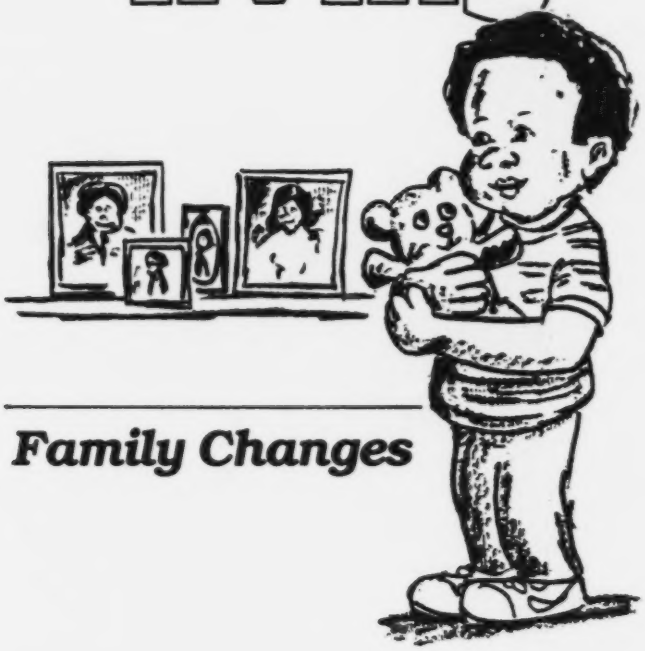
Talk to your child about the way he or she grew from being an infant to a preschooler. Show pictures of your preschooler as a baby, perhaps with other siblings. Talk about changes like height, weight, color of hair, size of feet, hands, etc.

Talk about being happy to be able to watch _____ grow!
(Child's name)

Thank you,

(Teacher)

family living



Family Changes

Basic Concepts:

1. Sometimes families go through difficult changes but there is always someone who will provide love and care.
2. We can share feelings openly when there are changes in the family.
3. New babies in the family create many different feelings.
4. Moving away provides a chance to make new friends.
5. Sometimes animals and people die.
6. Divorce is a family change that causes many feelings.

Extended Concepts:

1. New babies need good care.
2. We can still be friends with others even if we move away.
3. We can remember friends and relatives who have died by talking about our feelings about them.
4. Divorce is never the child's fault. A child in a divorce action has many different feelings but can soon learn to accept the situation in a coping manner. Divorce is also hard on both parents.

Topic: FAMILY LIVING - FAMILY CHANGES - NEW BABIES/MOVING

Main Idea:

1. Children will express feelings about the arrival of a new baby in the family.
2. Children will describe ways to help the parent(s) with the new baby.
3. Children will describe that moving provides a chance to make new friends.

Teacher Information

NEW BABIES

When a new baby is expected in the family, young children may have feelings of jealousy or resentment. This is because the child senses that the parents' attention will soon be shared with the new arrival. These feelings will disappear if the preschooler sees the baby as a potential playmate and is allowed to 'help' with the baby, thus discovering that he/she is needed and indeed, very important to the family and the new baby. Doing simple things to help with the baby, such as fetching a diaper or holding a bottle, will create a sense of involvement that brings the whole family closer.

MOVING

Moving can be traumatic for the young child because of feelings of separation and loss of close friends. It can also bring about fears associated with any major change. If a child in your care will soon be moving or leaving your center/home, reassure her/him that new opportunities lie ahead and that good friendships will remain. Focus on the positive experiences that moving gives rise to: new home, new friends, new school, etc.

Resources/Materials

Numbers correspond to Child Activities.

1. Book: WHEN THE NEW BABY COMES, I'M MOVING OUT by Martha Alexander, The Dial Press, 1 Dag Hammarskjold Plaza, New York, NY 10017.

   This story tells about how Oliver isn't quite ready to share his mother with the new baby. At first he expresses anger and jealousy but soon realizes that he is very much loved and needed by his mom. He then looks forward to the arrival of a new sibling and playmate.

2. Book: I THINK HE LIKES ME by Elizabeth Winthrop, Harper and Row, Publishers, Inc., 10 East 53rd Street, New York, NY 10022.

   This story tells about Eliza who proves to her parents that she can be trusted with the new baby.

4. Treats for a farewell party for the child who is moving.

Book: THE BERENSTAIN BEARS' MOVING DAY by Stan and Jan Berenstain, Random House, Inc., 400 Hahn Road, Westminster, MD 21157.

The Berenstain Bears move to a new home and find that their new neighbors are helpful and friendly.

Poem: MAKE NEW FRIENDS (Traditional English Round)

Make new friends,
But keep the old,
One is silver
And the other's gold.

PARENT/CHILD ACTIVITY

Parent letter, following.

Child Activities

1. FEELINGS ABOUT NEW BABIES.

Is anyone going to have a new brother or sister?

Are you happy that the new baby is coming?

Are you worried or mad about it? Why?

Sometimes we have different feelings about new babies.

Read WHEN THE NEW BABY COMES, I'M MOVING OUT. Talk about how Oliver was mad at first but then discovered that he too is important to his mom. Talk about how Oliver also discovered that he'll soon have a new playmate.

2. Read I THINK HE LIKES ME.

Was Eliza happy to have a new baby in her family?

How do you know?

She wanted to help and play with the baby. She was nice to the baby. She wanted to share her toys with the baby.

How can you help when your new brother or sister comes home?

By being gentle with the baby.
By sharing with the baby.
By helping mom/dad with feeding the baby.
By getting a diaper for mom/dad when the baby needs changing.
By keeping small toys away from the baby who might swallow them and choke.
By keeping dangerous things like poisons, matches, sharp things away from the baby.

3. See Parent/Child Activity: New Baby.

4. MOVING

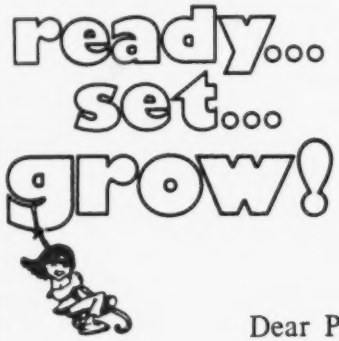
Have a farewell party for the child who is moving. This can be a simple ceremony that lets the child know she will be missed by all her friends. During the party, read THE BERENSTAIN BEAR'S MOVING DAY. Reinforce how she will be able to make new friends AND keep present friends.

Have the children stand in a circle holding hands. Recite the poem, MAKE NEW FRIENDS.

Once the child has moved, have the children help you write a letter to her.

Parent/Child Activity

New Baby: If any of the children are expecting a new brother/sister, send home parent letter YOUR PRESCHOOLER AND THE NEW BABY, following.



Dear Parent:

YOUR PRESCHOOLER AND THE NEW BABY!

The arrival of new babies in the family is a time of joy and pride. Young children, however, may have feelings of jealousy for the new baby and may even be angry and resentful of the attention that new babies require. This is because the young child fears he/she might not be important anymore once the new baby arrives.

You can do a lot to help your preschooler appreciate and accept the new baby by reinforcing that he/she is an important and loved member of your family. Prepare your preschooler for the new baby by talking about how he/she can help you once the baby arrives. Try to involve the preschooler as much as possible in preparing and caring for the new baby.

Sincerely,

(Teacher)

Topic: FAMILY LIVING - FAMILY CHANGES - DEATH

Main Idea:

1. Children will describe different feelings about death.
2. Children will describe that death is a natural part of living.
3. Children will define funeral as a ceremony to honor and remember a person who has died.
4. Children will describe that talking about a person who has died is a good way to remember him/her.

Teacher Information

Three- and four-year-old children cannot fully understand the finality of death. They believe that death is a temporary condition, that the dead person is merely gone away and will soon return. They lack the understanding of the irreversibility of death. They think that dead people and animals still eat, breathe, and feel to some degree. Children of this age have a strong belief that wishing can cause things to happen. Adults call this belief, 'magical thinking'. They believe that parents can fix anything. For example a child may become angry if parents cannot 'fix' a dead animal. Young children are still quite egocentric and are concerned about the possible death of their parents. 'Are you going to die soon?' Children of this age need much reassurance that parents will continue to be present to give love and care.

Five-year-old children begin to develop a sense of time and with it a tinge of awareness that death is not reversible. These children believe that people die only of violence and old age. Magical thinking is still strong; children of this age need reassurance that they did not somehow cause the death.

Teaching young children that death is a natural part of the life cycle may help them understand the concept of death but only in a very general way. If a close friend or relative of a child dies however, the child cannot be expected to understand this reality. If this is the case, try to eliminate any guilt the child might be feeling. Try to maintain as normal a schedule as possible: routines provide a feeling of security. (See parent letter EXPLAINING DEATH TO CHILDREN, following.)

Be aware of a possible change in normal behavior which exhibits how a child is dealing with the crisis of death. Some behaviors to watch for:

1. REGRESSION - The child may return to an earlier, more immature behavior such as thumb-sucking, bed-wetting, and/or overdependancy.
2. WITHDRAWAL - The child almost pretends she/he is not alive.
3. ANGER - The child is aggressive, hostile, destructive, and/or has temper tantrums.
4. FEARS - The child may become fearful that what happened before may happen again or she/he may become afraid of many things.
5. EXTREME OBEDIENCE AND COMPLIANCE - The child may believe that if she/he is very 'good' everything will once again be fine.
6. SUBTLE REACTIONS - The child may experience a loss of appetite, over eating, sleep difficulties, nail biting, and/or stuttering.

Some children will have no reaction to a stress - it may not be a 'crisis' for them. Or, the reaction may be delayed, even as long as several months.

Some children copy the coping behaviors of an adult, particularly a parent. Once the parent has successfully coped with the crisis, the child's behavior will probably return to 'normal'.[1]

An excellent resource on this topic is HELPING YOUNG CHILDREN COPE WITH CRISIS, A Guide for Training Child Care Workers, by Toys 'N Things Press, 906 Dale Street, St. Paul, Minnesota 55103. It lists many excellent resources for helping adults and children cope with the stresses of crisis.

[1] Reprinted with permission from HELPING YOUNG CHILDREN COPE WITH CRISIS, (c) 1979, Toys 'N Things Press, St. Paul, Minnesota.

Resources/Materials

Numbers correspond to Child Activities.

1. Book: THE TENTH GOOD THING ABOUT BARNEY by Judith Viorst, Atheneum Publications, 597 Fifth Avenue, New York, NY 10017. Distributed by: The Scribner Book Companies, 201 Willowbrook Blvd., Wayne, NJ 07470.

   In an attempt to overcome his grief, a boy tries to think of the ten best things about his dead cat. The tenth good thing about Barney is that he is in the ground and he's helping flowers grow, thus becoming an important part of the life cycle.

2. Book: THE DEAD BIRD by Margaret Wise Brown, Dell Publishing Co., Inc., 1 Dag Hammarskjold Plaza, New York, NY 10017.

   Simple story about four children who prepare a woodland funeral.

5. OPTIONAL

   Member of the clergy to come as a guest speaker on death. Suggest that he/she talk about death in a very positive way and reassure the children that life is for living and we shouldn't be afraid of death. It is a natural part of life.

PARENT/CHILD ACTIVITY

Parent letter, EXPLAINING DEATH TO CHILDREN, following.

Child Activities

1. Read THE TENTH GOOD THING ABOUT BARNEY by Judith Viorst.

   When a pet dies, we feel sad about it. Has anyone ever had a pet that died? What were some nice things about your pet? Is your pet helping flowers grow, like Barney is?

2. Sometimes people will have a funeral for pets who die. This helps us to remember the pet and know that the pet is helping beautiful flowers and trees to grow. Read THE DEAD BIRD by Margaret Wise Brown.

3. Discuss finding dead animals. What do you do with dead animals? Do you bury them, do you leave them, do you put them in the garbage can, do you burn them? We all do different things with them. You don't always have to bury them.

4. FUNERALS

   When someone dies, relatives and friends will have a funeral for the person. People gather to remember and honor the person. Sometimes people will cry at funerals because they miss the person. This is O.K. - crying helps to let people know how we feel.

5. OPTIONAL ACTIVITY.

   If appropriate, ask a member of the clergy to come and talk to the children about death.

Self-Esteem Activity

If a child has experienced the death of a close friend or relative, give reassurance that the death was not the child's fault and that there will always be someone to give love and care.

Parent/Child Activity

Send home parent letter, EXPLAINING DEATH TO CHILDREN, following.

Dear Parent — *For Your Information*

EXPLAINING DEATH TO CHILDREN

For a parent, no situation is more difficult than explaining to a child that a loved one has died. Adding to the difficulty is the fact that usually the parents are experiencing intense shock and grief and trying to cope with their own emotions. In our culture, we find it difficult to accept death. Instead of simply saying that a person has died, we try to deny it with evasions such as 'he has passed away' or 'she has gone to sleep'.

In trying to spare a child the finality of death or the normal grief that follows, parents may unknowingly create misunderstandings that can be damaging and difficult to overcome. Experts agree that young children should become acquainted with nature's life cycle. It begins with life and ends in death - for plants, animals, and people. To live, then, means to die.

The way a child reacts to death depends on his or her previous experiences. If the death of a distant relative, famous person, or even a pet has been discussed openly and honestly, it can be a helpful experience in preparing for the death of a close family member or friend. Try to give a simple, matter-of-fact explanation without too much emotion. Of course, you'll want to share with your children your cultural or religious beliefs about death in a simple, uncomplicated way.

Allow children to talk about their loss and to cry about it. We are taught quite early to hold back crying; shame is attached to it. We are not taught at what times crying is acceptable. As parents you may want to consider how to help erase the stigma attached to crying. Our stereotyped sex roles, too, make it more permissible for girls and women to cry than for boys and men. Yet, it can be beneficial to the mental and emotional health of either sex to express sad feelings freely. Deeply felt emotions frankly expressed and shared can strengthen the bonds between children and parents.

Should young children attend funerals? Most child specialists say yes, if this is a family custom. At a funeral, a child sees that others share his or her sense of loss and grief. Funerals can help children (especially those over 6 years), as well as adults, acknowledge the finality of death. Children who are apprehensive about funerals, however, should not be forced to attend.

At three, four, or five years of age, children usually cannot grasp the finality of death. They see it only as a temporary separation and will grieve over that. A child's grief is different from an adult's. The attention span is shorter, so naturally a child's ability to focus on death will be shorter than ours.

Death and its separation may be too painful for children to bear, so they will resort to other more cheerful activities, or mask their feelings when in the presence of adults. Also, they may regress to earlier behavior such as thumb-sucking or bed-wetting.

Occasionally, when someone close dies, a child may feel guilty about something they did or didn't do to the person before the person died. It might be having had hostile feelings toward the person, or thinking, 'if I had been nicer to him, he wouldn't have died'. Children need loving reassurance that they did nothing to cause the death.

In conclusion, to help children understand life and death:

- Show interest in your child's questions; he or she will be more likely to return for later questions.
- Help your child make new relationships to help adjust to a loss.
- Let your child be a part of significant events in the family.
- Stress the beauty of life, not the morbid.

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Topic: FAMILY LIVING - FAMILY CHANGES - DIVORCE

Main Idea:

1. Children will list ways that families love and care for them.
2. Children will describe that families show each other they care by sharing feelings, especially during the changes that divorce brings about.
3. Children will describe how family members can help each other during a divorce.

Teacher Information

A young child's reaction to divorce can be very similar to that of a death in the family. Feelings of separation, loss, abandonment and grief may manifest in a change of behavior - this is because children lack the vocabulary necessary in expressing feelings. Typical reactions may be silence, regression, anger, crying, anxiety and bodily distress. As in dealing with death, children need to be reassured that this was not their fault and that they will always be cared for and loved. Children also need to be reassured that the absent parent still loves them, even if they never see her/him.

Children who have experienced a loss through divorce need help to focus on the COPING rather than the loss. Reading books about families who are effectively coping with divorce will help the child cope.

Be aware of the rights that children have when parents are divorcing. (See parent letter WHEN PARENTS DIVORCE, following.)

An excellent resource on this topic is HELPING YOUNG CHILDREN COPE WITH CRISIS, A Guide for Training Child Care Workers by Toys 'N Things Press, 906 Dale Street, St. Paul, Minnesota 55103. It provides many concrete suggestions on helping adults and children deal with life crises.

Resources/Materials

Numbers correspond to Child Activities.

1. Book: MUSHY EGGS by Florence Adams, G.P. Putman's Sons, 200 Madison Avenue, New York, NY 10016.

   David and Sam live with their mother and their wonderful babysitter, Fanny, because Father and Mother are divorced. Story of a family managing well after the divorce.

   Strong focuses on the relationship between the children and Fanny who moves back to her home country, Italy. The children experience a variety of feelings about losing their good friend, Fanny.

2. Large ball for rolling.

3. Book: EMILY AND THE KLUNKY BABY AND THE NEXT-DOOR DOG by Joan Lexau, Dial Books for Young Readers, Division of E.P. Dutton, 2 Park Ave., New York, NY 10016.

   Story about Emily, who feels neglected as a result of her mother's added responsibilities and strains of being a single parent. Emily decides to run away to live with her father.

4. Story: ZACHARY'S DIVORCE by Linda Sitea (pages 124-127 in the book FREE TO BE YOU AND ME, McGraw-Hill Publications, 1221 Avenue of the Americas, New York, NY 10020.)

   Zachary feels as if he has been divorced, although his mother assures him that it is his parents who divorced each other. She is supportive, understanding and coping.

5. Book: MINOO'S FAMILY by Sue Heffernan Crawford, Before We Are Six, 61 Cowan Avenue, Toronto, Ontario M6K 2N4.

   Story about what four-year-old Minoo's family was like before and after her parent's divorce. Minoo's feelings of loneliness, anger, and confusion are dealt with.

6. Book: EVERETT ANDERSON'S 1-2-3 by Lucille Clifton, Holt, Rinehart and Winston, Inc. 383 Madison Avenue, New York, NY 10017.

   What will life be like if Everett's mother marries their neighbor, Mr. Tom Perry, and there are three in the household instead of the familiar two? Poignant story in sparse rhymed lines, deals honestly with feelings.

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PARENT/CHILD ACTIVITY

ADULT BIBLIOGRAPHY ON DIVORCE and BILL OF RIGHTS FOR CHILDREN IN DIVORCE ACTION, both following.

Child Activities

1. Read MUSHY EGGS by Florence Adams.

   What does Fanny do to take care of David and Sam?

   cooks Mushy Eggs
   plays with them
   makes lemonade
   spends time with them
   sings for them
   misses them when she moves
   loves them and cares for them

   What are some things your family does with/for you?

   give me a ride to school
   take care of my pet turtle
   wash me
   take me for a walk
   take me to the circus
   help me when I'm sick

2. Have the children sit in a circle facing the center. Roll the ball to each child (good for hand-eye coordination) and ask 'what has your family done to show they care about you?' or 'name something fun that you do with your family'. The child answers, then rolls the ball back to you.

   Reinforce that each family gives love and care in many ways.

3. Read EMILY AND THE KLUNKY BABY AND THE NEXT-DOOR DOG by Joan Lexau.

   Talk about how Emily feels throughout the story. Sad, mad, afraid, etc. Talk about how changes are hard for parents too. Talk about sharing feelings.

4. Read ZACHARY'S DIVORCE by Linda Sitea.

   How does Zachary feel? How does Zachary's mom help him? How does your family help you? How do Zachary and his mom feel about this family change? What do they do? What would you do?

5. Read MINOO'S FAMILY by Sue Heffernan Crawford.

   Talk about Minoo's feelings during this family change. What did Minoo do to share her feelings?

6. Read EVERETT ANDERSON'S 1-2-3 by Lucille Clifton.

   What are the changes in Everett's family? What feelings did Everett have? What did he do about his feelings?

   Reinforce that we should talk about and share our feelings with others who care for and love us.

Parent/Child Activity

If any of the children's parents are divorcing, they may be open to receiving a bibliography of books that are helpful in understanding and coping with divorce. If you feel comfortable in suggesting resources, give them a copy of ADULT BIBLIOGRAPHY: DIVORCE, following. Divorcing parents may also be receptive to a copy of BILL OF RIGHTS FOR CHILDREN IN DIVORCE ACTION, following.

Self-Esteem Activity

If a child in your care is experiencing divorce in the family, try to spend a little extra time with that child to give reassurance and support. Choose that child as a special helper for awhile.

Dear Parent — *For Your Information*

ADULT BIBLIOGRAPHY: DIVORCE

Atkin, Edith and Estelle Rubin. PART–TIME FATHER. Vangard, 1976. The authors show how it is possible to function in ways other than as the father in the home. Despite the shattering situation, it is still possible to be a good father.

BelGeddes, Joan. HOW TO PARENT ALONE: A GUIDE FOR SINGLE PARENTS. Seabury, 1974. The author explores the problems of single parenthood - adjustments, self-pity, guilt, loneliness, finances . . . and seeks to offer realistic solutions. Intended for single parents of both sexes, but it is written almost entirely from the woman's point of view.

Berman, Eleanor. THE COOPERATING FAMILY: HOW YOUR CHILDREN CAN HELP MANAGE THE HOUSEHOLD - FOR THEIR GOOD AS WELL AS YOURS. Prentice-Hall, 1977. The author, a single parent who decided to return to work, shares her personal experience and extensive research on including children in the responsibility of household management.

Demeter, Anna. LEGAL KIDNAPPING: WHAT HAPPENS WHEN A FATHER KIDNAPS TWO CHILDREN. Beacon, 1977. The author's experience as a wife and mother whose two youngest children were kidnapped by her husband and held as hostages to force her back into marriage. Appendix of what to do if a child has been or may be kidnapped.

Galper, Miriam. CO-PARENTING: A SOURCE BOOK FOR THE SEPARATED OR DIVORCED FAMILY. Running, 1978. This book explains what joint custody is and how to do it (scheduling, clothes, toys, money). Discusses relationship with ex-spouse and aiding the child's adjustment.

Gardner, Richard A. THE BOYS AND GIRLS BOOK ABOUT DIVORCE. Aronson, 1971. An excellent guide to help children understand and deal with parents' divorce. Parents will find reading it valuable for themselves also.

Gardner, Richard A. THE PARENTS BOOK ABOUT DIVORCE. Doubleday, 1977. The author advises parents how to negotiate the difficulties of a separation in ways that are most likely to protect their children from psychological disturbance. He offers . . . guidance on such problems as how and when the children should be told, how to deal with the feelings of guilt and shame of both parents and children, and how to settle custody and visitation problems with the children's welfare in mind.

Grollman, Earl (Ed.) EXPLAINING DIVORCE TO CHILDREN. Beacon, 1972. The contributors to this book agree that there are no simple solutions - a divorce necessarily creates unhappiness and upheaval for those who must live through it. Nine 'experts' examine children's fears, their reactions to tensions and unhappiness and their undermined sense of security.

Grollman, Earl. TALKING ABOUT DIVORCE: A DIALOGUE BETWEEN PARENT AND CHILD. Beacon Press. Pbk also. This sensitive volume will be helpful to divorcing parents in helping children to understand and talk about the reality and consequences of family breakup. Includes an illustrated children's read-along section and a parent's guide, which lists recommended resources and an annotated bibliography.

Howard, Jane. FAMILIES. Simon and Schuster, 1978. With tales and humor, the author suggests that several varieties of families are possible. She stresses that everyone needs a family, but that 'family' need not imply a blood relationship. Excellent for single parents or those with few strong supportive ties.

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Dear Parent — *For Your Information*

BILL OF RIGHTS FOR CHILDREN IN DIVORCE ACTION

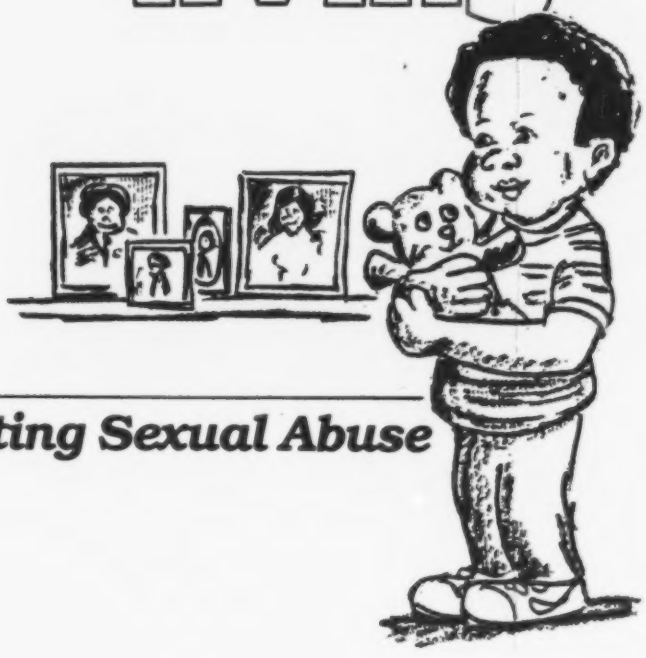
Understanding the rights of children when parents divorce will help you and your children deal with divorce in a coping manner.

1. The right to be treated as important human beings, with unique feelings, ideas and desires and not as a source of argument between parents.
2. The right to a continuing relationship with both parents and the freedom to receive love from and express love for both.
3. The right to express love and affection for each parent without having to stifle that love because of fear of disapproval by the other parent.
4. The right to know that their parents' decision to divorce is not their responsibility and that they will live with one parent and will visit the other parent.
5. The right to continuing care and guidance from both parents.
6. The right to honest answers to questions about the changing family relationships.
7. The right to know and appreciate what is good in each parent without one parent degrading the other.
8. The right to have a relaxed, secure relationship with both parents without being placed in a position to manipulate one parent against the other.
9. The right to have the custodial parent not undermine visitation by suggesting tempting alternatives or by threatening to withhold visitation as a punishment for the children's wrongdoing.
10. The right to be able to experience regular and consistent visitation and the right to know the reason for a cancelled visit.

Written by Kathleen Jeffords (reprinted with permission), Dane County Family Court Counseling Service Staff, City-County Building, Madison, Wisconsin 53709, Phone - 266-4607.

October 1974.

family living



Preventing Sexual Abuse

Basic Concepts:

1. There is good touch, confusing touch and hurtful touch.
2. If someone hurts or threatens me, I will say no, get away and tell someone, even if I know the person who approached me.

Extended Concepts:

1. Everyone has the right to body privacy.
2. Strangers are people we don't know.
3. If a stranger offers treats or favors, I will say no, get away, and tell someone.

Topic: FAMILY LIVING - PREVENTING SEXUAL ABUSE

Main Idea:

1. Children will practice body privacy.
2. Children will describe touch that is good, hurtful, confusing and touch that is forced or tricked.
3. Children will describe what to do if confronted with confusing touch.

Teacher Information

Researchers report an astonishingly high incidence of child sexual abuse. From 10-20 percent of children have had sexual contact with an adult - usually not a stranger - before they are 18. Sexual abuse is defined as sexual exploitation of a child under 18 years of age who is not developmentally capable of understanding or resisting the contact or who may be psychologically, physically and socially dependent upon the offender. The sexual contact may range from exposure to penetration.

Some important facts about child sexual abuse:

a. 75% to 95% of the offenders are people who are familiar or related to the child.
b. Children cannot make up sexual information unless they have been exposed to it. They speak from their own experience.
c. Damage to a child from non-violent sexual behavior is often underestimated. Nearly all victims will experience confusion, shame, guilt, anger, and a poor self-image though they may reveal no obvious outward signs of damage.
d. Family sexual abuse is not usually an isolated, one-time incident. For most victims, the abuse continues for years. In most cases the offender will not stop until there is intervention.
e. Some people mistakenly believe that children provoke sexual abuse by behaving seductively. This is not true - responsibility lies completely with the offender.
f. Children generally do not question the behavior of adults. This makes them especially vulnerable to sexual abuse since they are often coerced by bribes, threats or by the adult's position of authority.
g. While the majority of reported victims are female, evidence shows increasing reports of male victims as well.

(From CHILD SEXUAL ABUSE . . . IT IS HAPPENING by Minnesota Program for Victims of Sexual Assault, Minnesota Department of Corrections, St. Paul, Minnesota 55101.)

Although the main responsibility for preventing sexual abuse lies with the parents, as a day care provider you can make the most of teachable moments to discuss body parts, body privacy, and appropriate touch. Teach children what to do if confronted with a potentially exploitative situation. Teach them to:

Say No.
Run Away.
Tell Someone.

If you suspect that a child has been sexually abused it is your professional responsibility to report it to the appropriate authorities. If the suspected offender is someone not related to the child, report it to the local police. If the offender is a relative of the child, report it to a local social service, welfare, or child protection agency.

If a child volunteers information indicating abuse listen and be supportive. Do what you can to reinforce that is was NOT the child's fault. Report the incident to the proper authorities.

When conducting Child Activity Number 1, the intent is to name all body parts using accepted anatomical terms. In the instance of sexual abuse, children need to know the necessary vocabulary to describe an incident or communicate preferences of physical contact. When discussing body parts the idea is to communicate a non-emotional response regarding such body parts as penis, buttocks for boys; and vagina, buttocks for girls. This is very elementary anatomy with the primary concept being body parts nomenclature, and secondarily, reproduction. Explain their use in body waste elimination. Regarding reproduction, preschool-aged children are more likely to ask questions like, 'Where do babies come from?' You can explain that a baby grows in a special place (called the uterus) inside a woman's body then comes out through the vagina. (See Family Living - How Families Begin - Life Before Birth.) Reflect no change in tone or speed of talking when using anatomical terms. This will convey an attitude that the genitals are body parts just like arms, legs, and head and that they all make up the human body. In everyday conversation, use words that you feel comfortable using such as bottom or seat for buttocks.

When teaching about touch, emphasize good touch making sure to also discuss bad or confusing touch. Young children need nurturing physical contact to thrive, and while the importance of teaching children how to avoid sexual abuse becomes increasingly apparent, we don't want to frighten them to the point of being afraid of all physical contact.

Resources/Materials

Numbers correspond to Child Activities.

1. Book: CHILD'S BODY: A PARENT'S MANUAL by the Diagram Group, Paddington Press, Ltd. or anatomically correct boy and girl dolls.

3. Poem:

HUGS AND CUDDLES
by Peg Torgerson

I feel happy and I wiggle
and giggle hee, hee, hee,

When my Teddy or my buddy
hugs and cuddles me, me, me.

If I get hurt or when I'm sad,
hugs can make it not so bad.

And when my friends or pets feel blue,
I cheer them up with my hugs too.

5. Book: NO MORE SECRETS FOR ME by Oralee Wachter, Little, Brown and Company, 200 West Street, Waltham, Massachusetts 02154.

   In four separate stories on the theme of sexual abuse of children, young victims are able to articulate their feelings and act appropriately. Each story tells about how the child sought the help of a parent or other trusted person. May require some modification of vocabulary for younger children. Not all pages have pictures, but those that do depict the various forms of confusing touch being described in the story.

   Pictures that illustrate saying no, getting away, and telling someone, following.

6. Book: STRANGERS by Dorothy Chlad, Children's Press, 1224 West Van Buren St., Chicago, Illinois 60607.

   Colorful pictures and simple text presents rules for safe behavior around people one does not know. Emphasizes that children should never go with a stranger and that it is safer to stay close to friends, Mom or Dad when on an outing. Also discusses that strangers can be young or old, male or female.

8. Film/videotape: TOUCH by Cordelia Kent and the Illusion Theater, MTI, 3710 Commercial Avenue, Northbrook, Illinois 60062, 800-323-5343.

   Using applied theater techniques TOUCH presents a look at the variety of continuum of touches, from touch that is nurturing to touch that is confusing or exploitative. Using the language of children, actors present concepts, examples and stories about various touch. The film stars Lindsay Wagner and is moderated by Cordelia Anderson, Director of Illusion Theater's Sexual Abuse Prevention Program. TOUCH allows younger children to realize that they have the right to trust their feelings about touching, question confusing touch, refuse touches that make them feel uncomfortable, and tell someone when they are forced or tricked into touch. Children are encouraged to understand their own power to protect their feelings, to express their feelings and to learn to talk with people they trust about questions or situations that arise which make them feel uncomfortable, intimidated, or confused.

   Although specifically designed for children kindergarten through grade six, TOUCH may be appropriate for some preschoolers if adequate processing of concepts takes place after viewing the film.

PARENT/CHILD ACTIVITY

Parent letter SEXUAL ABUSE: WHAT PARENTS CAN DO, following.

Child Activities

1. BODY PARTS

Using pictures from CHILD'S BODY: A PARENT'S MANUAL or using dolls (boy and girl dolls if possible) name all body parts. Use the words penis, buttocks for boys; vagina, buttocks for girls when naming genitalia.

2. BODY PRIVACY

When helping a child in the bathroom discuss the use of the toilet and why girls sit and boys stand to go. Talk about the importance of wiping in keeping body parts clean. (Make sure children ALWAYS wash their hands with soap and water after using the bathroom. Reinforce that washing helps to keep germs off the body.)

Practice respecting body privacy by doing such things as closing the bathroom door and making sure each child's clothing is zipped, buttoned or fastened properly before leaving. Reinforce that clothes provide protection and privacy. Allow children to wipe themselves when they are able.

If appropriate and convenient, discuss that the child's body is her own and that no one should touch her if she doesn't like it or wipe her if she can do it herself.

3. GOOD TOUCH

Ask the children to demonstrate ways that people touch to show they like each other.

shaking hands	a pat on the back
a hand on a shoulder	hugging
helping someone who has fallen	holding hands

As the children show you different expressions of affection, emphasize the following:

this is good touch, it feels good to shake hands with your friends

we show affection towards others with this kind of touch

sometimes we need hugs, but if we don't want to be hugged that's O.K., too

Teach the children the poem HUGS AND CUDDLES.

4. HURTFUL TOUCH

Ask the children to tell you how people touch in ways that hurt. Be attentive for possible indications of abuse e.g., beating, whipping, being spanked with a belt or other im-

plement. Other examples are:

hitting	kicking
pushing	biting
being knocked over on purpose	punching

Talk about times when you feel mad or upset and feel like hitting. Ask: What other ways can we let others know we are upset?

talk about it, say 'Don't do that to me'

tell them

ask them to stop doing that

Throughout each day, reinforce the behavior of TELLING someone about being angry or upset. When intervening disputes where hitting, kicking, biting, etc. are involved, have each child tell you and each other about what happened to start the fighting. Taking advantage of teachable moments will reinforce the behavior of using verbal communication rather than physical abuse to settle disputes likely to occur between young children. This might include instances involving toy sharing, personal space, accidents, ownership of items, taking turns and saying mean, hurtful things.

5. CONFUSING TOUCH

Choose and read an appropriate selection from NO MORE SECRETS FOR ME by Oralee Wachter.

Ask the children how the main character felt throughout the story. Answers may describe feelings of confusion, anger, hurt, guilt, sadness, embarrassment during the original exploitative situation. If children do not have the verbal skills to communicate a particular feeling, ask them to make a face representing the feeling.

Ask about how the child felt when a trusted person was told about the occurrence. Answers may reflect relief, gladness, feeling good.

Review the outcome of the story.

What did they do?
How did they solve the problem?
How did the child feel after the problem was taken care of?

Answers may reflect relief, gladness, feeling safe again, heightened self-esteem.

Ask: What would you do if that happened to you? Who could you tell?

parent	trusted relative	dentist/hygienist
teacher	doctor/nurse	guardian
trusted adult friend		

Hold up each picture, following, and say:

If someone touches you in a way that hurts or shames you or in a way that makes you feel funny or confused you should:

SAY NO! or DON'T!

RUN AWAY! GET AWAY!

TELL SOMEONE!

Have each child list at least two people who could be trusted and told about a situation like the one in the story from NO MORE SECRETS FOR ME.

Ask: Whose fault is it when this happens?

THE PERSON WHO DID IT!

IT'S NOT THE CHILD'S FAULT!

6. STRANGERS

   Read STRANGERS by Dorothy Chlad.

   Reinforce how children should always tell someone if a stranger (someone they don't know) approaches them or wants to touch them in confusing or threatening ways. By telling someone, children can clarify good strangers from threatening ones. For example, maybe the stranger is a policeman or other safety helper, an old family friend, or someone else with whom the child is safe.

7. Play WHAT IF . . .

   a. What if a stranger (someone you don't know) asks you to come along to look at some cute baby rabbits? What would you say? What would you do? Who would you tell?

   b. What if a man/woman walked up to you and said they would give you some candy if you would come for a ride in the car? What would you do? What would you say? Who would you tell?

   c. What if your older cousin wanted you to take your clothes off and play a secret game? What would you say? What would you do? Who would you tell?

   d. What if a man in a blue uniform wanted to hold your hand while he walked you accross a busy street? What would you say? What would you do?

   e. What if your friend wanted to give you a hug because she hadn't seen you in a long time? What would you do?

   f. What if your babysitter wanted you to take your pants off to just look at you? What would you say? What would you do? Who would you tell?

   g. What if an older child wanted you to play a secret game where you both take off your clothes? What would you say? What would you do? Who would you tell?

8. Show and discuss TOUCH by the Illusion Theater of Minneapolis, Minnesota.

Self-Esteem Activity

Reinforce children whenever they TELL SOMEONE they are angry or upset instead of physically fighting, e.g., 'you told her you are mad and didn't hit her, that was the best thing to do. Fighting only hurts, it doesn't help. Thank you for trying to talk about it.'

Parent/Child Activity

Send home the parent letter SEXUAL ABUSE: WHAT PARENTS CAN DO, following.

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"RUN AWAY,
GET AWAY."

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Dear Parent — *For Your Information*

SEXUAL ABUSE

WHAT PARENTS CAN DO

We are conducting activities that teach young children what to do if confronted with situations that may be sexually exploitative. We are talking about body privacy and what to do if someone touches us in ways that are confusing or make us feel funny and uncomfortable. We are also learning how to respond to strangers who may offer treats or favors. In both cases, we 'Say No - Get Away - Tell Someone'.

As a parent, you have the best opportunity to teach your children how to protect themselves against sexual or physical abuse.

KNOW THE FACTS

A. 75% to 95% of the offenders are people who are familiar or related to the child.

B. Children cannot make up sexual information unless they have been exposed to it. They speak from their own experience.

C. Damage to a child from non-violent sexual behavior is often underestimated. Nearly all victims will experience confusion, shame, guilt, anger, and a poor self-image though they may reveal no obvious outward signs of damage.

D. Family sexual abuse is not usually an isolated, one-time incident. For most victims, the abuse continues for years. In most cases the offender will not stop until there is intervention.

E. Some people mistakingly believe that children provoke sexual abuse by behaving seductively. This is not true - responsibility lies completely with the offender.

F. Children generally do not question the behavior of adults. This makes them especially vulnerable to sexual abuse since they are often coerced by bribes, threats or by the adult's position of authority.

G. While the majority of reported victims are female, evidence shows increasing reports of male victims as well.

TAKE ACTION

Teach your child to be careful around strangers by not accepting treats or rides no matter what the stranger may say. Practice by asking your child what he would do if, for example, someone he didn't know offered to: take him to the zoo, bring him home, etc. The response should always be SAY NO - GET AWAY - TELL SOMEONE.

Also, talk to your child about secrets. Teach him that sometimes secrets are fun like when you have a gift for someone or when you are giving a surprise party, but that secrets can also be hurtful if someone does something to your body or says something to you to make you feel funny or uncomfortable.

There are many effective strategies to teach your child how to stay safe and avoid being hurt or abused. These ideas are found in three excellent resources that are written especially for parents. They are:

1. HE TOLD ME NOT TO TELL by Jennifer Fay.

   King County Rape Relief
   305 South 43rd
   Renton, WA 98055

   This brief booklet is a collection of ideas gathered from parents for dealing with the difficult subject of talking to children about sexual assault. It gives practical information on what to say and suggests some games to play to reinforce the idea of body privacy. Also describes the sometimes obscure ways that kids let parents know they have been sexually abused.

2. COME TELL ME RIGHT AWAY: A POSITIVE APPROACH TO WARNING CHILDREN ABOUT SEXUAL ABUSE by Linda Tschirhart Sanford.

   Ed-U Press, Inc.
   P.O. Box 583
   Fayetteville, NY 13066

   This short booklet offers concrete effective suggestions on how to minimize children's chances of becoming sexual abuse victims. Much emphasis is placed on self-esteem and assertiveness.

3. TOUCH AND SEXUAL ABUSE - HOW TO TALK TO YOUR KIDS ABOUT IT by Cordelia Kent and Illusion Theatre.

   Illusion Theatre
   528 Hennepin Avenue No. 309
   Minneapolis, MN 55403
   (612) 339-4944

   This pamphlet gives practical tips on how to talk about sexual abuse, what verbal and non-verbal messages to consider and what to do if you suspect that your child has been victimized. It emphasizes communication, assertiveness and how to be an open supportive listener.

safety

Danger Warnings

Basic Concepts:

1. Our eyes help us see danger warnings.
2. Our ears help us hear danger warnings.
3. Our nose helps us smell danger warnings.
4. Our skin helps us feel for danger warnings.
5. We should avoid tasting non-food items.

Extended Concepts:

1. We should look, listen and think before doing an activity.
2. We should tell an adult if we sense a danger warning.
3. We can separate food from non-food items.
4. We can test for heat and cold using our sense of touch.
5. We should avoid sharp things.

Topic: SAFETY - DANGER WARNINGS - USING OUR EYES

Main Idea:

1. Children will describe two danger warning signals they can see and what to do when they see them.
2. Children will describe three safety precautions to take when starting an activity.

Teacher Information

We see warning signals constantly. Children need to learn to recognize the important ones.

Saying and doing helps children connect signs and safe behavior.

Vision is a highly important sense in safety behavior although not as important as the senses of touch and hearing.

Cause and effect is an important relationship to establish. In almost every mishap or accident, you can find the cause of what happened. This does not mean finding someone to blame. It means talking about how else it could have been done to avoid the problem. It teaches responsible, informed decision making. Talk about cause and effect in all safety situations.

It is important that the children use the word 'I' in the chant I LOOK, LISTEN AND THINK. Saying 'I' creates the sense of self-responsibility.

Resources/Materials

Numbers correspond to Child Activities.

1. Pictures of traffic lights, walk/wait signs, bottle with crossbones, railroad flashing lights, yellow and black striped tape, something moving (door, car, person), pointed object or one with a blade, smoke, dogs and other biting animals, red hot cigarette tip, electric stove element, sparkler, person throwing something.

2. Chant:

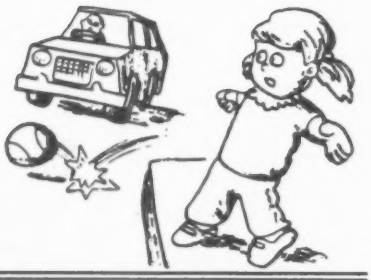
I LOOK, LISTEN AND THINK
by Win Terrell

I look, listen and think, I look, listen and think.
I look for signs, I listen for sounds.
I think 'Is it wise to do this now?'
I look, listen and think, I look, listen and think.

When saying 'look' place the hand at the eyebrows as if looking afar.

When saying 'listen' cup both hands behind the ears.

When saying 'think' use the index finger to point to the head.



Child Activities

1. Show pictures (see Resources/Materials). While showing each one ask:

   How is it dangerous? How could this hurt you? What should you do when you see it?

   Stop, Look and Listen.

   Ask the children what they would do next. For example, wait for the traffic light to turn green, wait for the train to go by, go away from the bottle with crossbones and tell your parent about it, etc. Be sure to reinforce appropriate answers.

2. Teach the chant I LOOK, LISTEN AND THINK.

3. Have the children tell about seeing someone get hurt and how it happened. Ask:

   How could this have been prevented?

   How could it have been done differently - more safely?

   Remember to LOOK, LISTEN AND THINK.

Topic: SAFETY - DANGER WARNINGS - USING OUR EARS

Main Idea:

1. Children will imitate or name two sounds of danger warnings and what to do to stay safe.
2. Children will tell one thing to do if they hear someone call for help.
3. Children will tell three things to do before crossing the street.
4. Children will ask an adult for help when they hear a danger warning.

Teacher Information

Hearing and understanding warning sounds is important. Children often do not notice sounds, they need to practice thinking about warning sounds and what to do.

Hearing is more important to our safety than vision: we can hear sounds of warning (sirens, bells, etc.) from a farther distance than our eyes can see. Children like to see what is happening and will follow a fire engine or other emergency vehicles. Review with them the problems and hazards of doing this. It may help keep them away from a dangerous situation.

Resources/Materials

Numbers correspond to Child Activities.

2. Pictures showing sounds of danger warnings.

someone shouting for help	someone shouting a warning
fire truck (siren)	car (horn honking)
police cars	train
police whistle	ambulance
animals growling (include dogs, cats, squirrels, chipmunks, rats, etc.)	

4. Picture of fire truck and a picture of someone calling for help.

5. Chant: STOP, LOOK AND LISTEN

I stop, look and listen
Before I cross the street
I use my eyes
I use my ears
And then I use my feet.

Using 'I' teaches self-responsibility.

(From Minnesota Traffic Safety Curriculum Guide, Minnesota Department of Public Safety.)

Child Activities

1. Ears help us stay safe by hearing danger warning sounds.

   What danger warning sounds do you know?

   What sound is made by a:

fire engine	train	truck
air horn	police whistle	auto horn
people shouting	ambulance	police car
tornado warning	fire alarm	smoke alarm
dog growling	bell on truck backing up	

2. Have each child choose a picture from a box that depicts a sound of a danger warning and make the appropriate warning sound while placing picture on flannel board.

3. What do we do when we hear any of these. Have the children remove a picture and tell what to do.

   traffic: get on the sidewalk, stop, look, and listen
   tornado: (see Weather Safety)
   fire alarm: leave building, crawl if smoky
   animals: avoid
   train: avoid tracks, stop, look, listen

4. Show picture of fire truck. What happens when a fire truck goes to a house?

   What should you do?

   stay away from firefighters and equipment

   How could you get hurt?

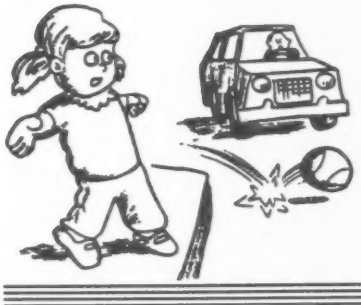
   How could you interfere with their work?

   Show picture of someone calling for help. What should you do if you hear someone call for help?

   if there are adults available, tell them
   if no one is available call 911 (see Safety-Getting Help)

   When you hear a danger warning ask an adult what to do.

5. Teach the children the chant STOP, LOOK AND LISTEN. Use it each time the children go for a walk. This will reinforce safe behaviors.



6. How do you feel when you know what to do about danger warnings?

   Who can you ask when you don't know what to do?

   Who listens and helps you?

   Some people want to pretend they know everything. Some people don't get help and have trouble. Some people ask for help; they learn and become more helpful.

   What do you do?

   How do you feel when you learn to do something new?

Topic: SAFETY - DANGER WARNINGS - USING OUR SENSES OF SMELL, TASTE, TOUCH

Main Idea:

1. Children will identify one danger smell and one safe smell.
2. Children will know not to taste unfamiliar things.
3. Children will demonstrate how to test for heat without touching.

Teacher Information

Planned activities that give children experience with dangerous things will help them remember. Of course, they must be carefully supervised and helped by talking about the experience.

Sense of touch is the most important sense to keep us safe. Without it we would cut and burn ourselves to death in a few days. Young children do not notice non-food tastes and smells so they happily drink gasoline or bleach. It is important to learn the difference between food tastes and smells and poisonous tastes and smells.

Learning how things feel is a useful warning too.

Our bodies give us messages. We must learn to pay attention. We often notice sounds, sights, and smells but often ignore tactile sensations. Emphasize using sense of touch to test.

Resources/Materials

Numbers correspond to Child Activities.

1. Small samples of substances that are dangerous and have an identifying odor for example, cleaners, gas, oil, bleach, smoke, chemicals, polish remover, furniture polish.

   Samples of safe substances like vanilla, chocolate, lemon, spices, etc.

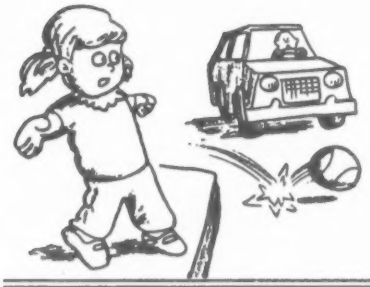
2. POISON BOX GAME

   Pictures of food and non-food items, two boxes, one with a big mouth on it, the other with a skull and crossbones picture.

3. Pictures of auto, hand rail, fence during the winter, following, and pictures of food items.

4. Various pictures of items that are hot or potentially hot, following, and pictures of items that are safe to touch.

DANGEROUS	SAFE
stove	cotton balls
gas burner	blocks
electric burner	clothing
matches	paper
cigarettes	crayons
smoke	books
candles	toys, etc.
flame	
lightbulb	
toaster	



Sink with faucets for hot/cold running water.

5. Sharp items.

knife	razor blade	needle
ice pick	screwdriver	cork-screw
hand can opener	thumbtack	pens
pencil	scissors	

Poem: I LOOK, LISTEN AND THINK, by Win Terrell

I look, listen and think, I look, listen and think.
I look for sights, I listen for sounds.
I think 'Is it wise to do this now?'
I look, listen and think, I look, listen and think.

6. Plants: cactus, thistle plant, rose stem.

Pictures of poison ivy and other poisonous plants.

7. Chant: WHEN I DON'T KNOW

I don't taste or touch when I don't know.
I just look or smell - then away I go.

Child Activities

SMELL - A DANGER WARNING

1. We learned how seeing and hearing danger warnings help keep us safe. Smelling helps too. What are some danger warning smells? (smoke, chemicals, cleaners, gas)

Collect samples of food smells and chemical smells. Have each child smell the samples and tell which ones are safe and which ones are not safe.

What will you do when you smell something that is not food? Avoid it.

TASTE - A DANGER WARNING

2. Who knows what poisoning is?

Eating or breathing something bad for you.

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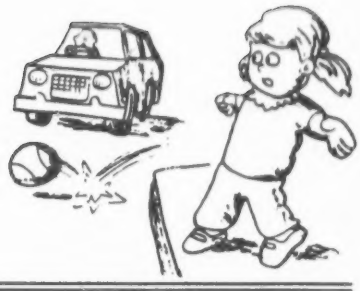

We learned that some things have bad chemical smells. That means those things are dangerous. Things that smell like chemicals we never taste! And we never taste things that are not food.

Play POISON BOX GAME.

Show food and non-food items. Have children pick out food items and place them in a box with the big mouth on it. Have them pick out dangerous smells and place them in the box with the skull and crossbones on it.

TOUCH - A DANGER WARNING

3. Cold.

How can you tell when something is cold?

We feel it, touch it.

What happens when you touch an ice tray with your tongue?

Tongue sticks; may pull skin off.

What else should you not touch with your tongue?

Any metal in winter.

Show a variety of pictures of metal items as they appear during winter along with pictures of different foods. Have the children sort the pictures into two groups. One of things that are O.K. to taste with your tongue and those that should be avoided.

What about cold fingers, toes, ears, nose?

Can warn you of frostbite.

What can you do if you are cold?

Go inside, warm face with hands, warm hands in armpits (Demonstrate - have the children practice this.).

How should you dress for cold weather? (See Weather Safety)

4. Hot.

How can you tell if something is hot?

We can see fire burning or see red burners, etc. We can feel heat.

Can heat hurt you?

Yes, we can get a burn.

Display two pictures, one showing a hot item and one showing a safe-to-touch item. Have each child place a hand on the item that is safe to touch. Sort pictures into separate groups. Use various touchable items paired with the hot and potentially dangerous items most accessible to young children such as stoves, matches, burners, candles, cigarettes, smoke, flame, lightbulb, toaster, following.

Experiment with the older children to see if they can learn how to pass their hands over a potentially hot item like a stove to check if it is hot without touching it. Be sure to guide the child's hand with yours to ensure safety. Have them practice on pictures, then try it on a stove that is turned off.

What about hot water? Take the children to a sink. Touch the faucet.

Is it hot or cold now? Turn on the hot water faucet.

Can you see steam? This tells us that the water is hot. Reinforce how we should be careful if we see water that is steaming.

Fill the sink with WARM water. Have the children test it without getting burned. Let them put their hands in the warm, soothing water. Reinforce how to use this method when taking a bath, that is filling it first, then testing it before getting into it.

5. Sharp.

How can you tell if something is sharp and might cut you? Show a variety of sharp items.

What can happen with sharp items?

They can cut and hurt you.

Have children hold each item safely being careful not to get cut. Show them the part of each item that can cut.

What can you do if you want something cut?

Ask a teacher or an adult for help.

Show them how to use scissors and dull knives correctly. This should be closely supervised.

Review the poem I LOOK, LISTEN AND THINK.

6. Some plants can stick you. Show them plants with thorns and thistles. Gently touch them to see how sharp they are. Be careful!

   Show a picture of poison ivy or other poisonous plants. Always avoid them - go away from these plants.

7. Review look and smell for danger warnings - don't touch or taste. Eat only foods you know about. Tell an adult if other children eat non-food items.

   Teach chant WHEN I DON'T KNOW.

Self-Esteem Activity

Children grow in self-esteem and self-confidence when they grow in successful experiences.

When you provide an experience, review with them what you did and what they learned so they will feel good. Don't use praise 'you're so good' - say instead 'look what YOU learned! Do you feel great about it? I do.'

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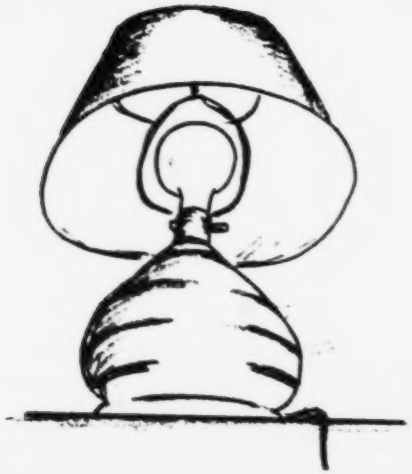

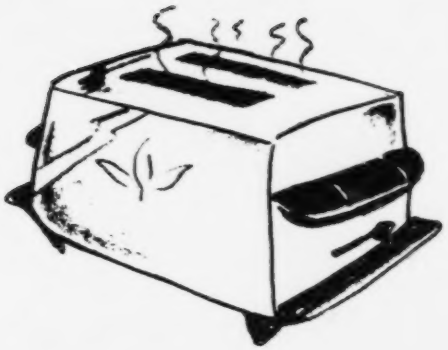

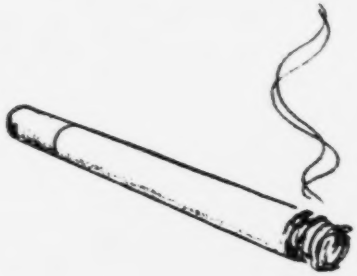

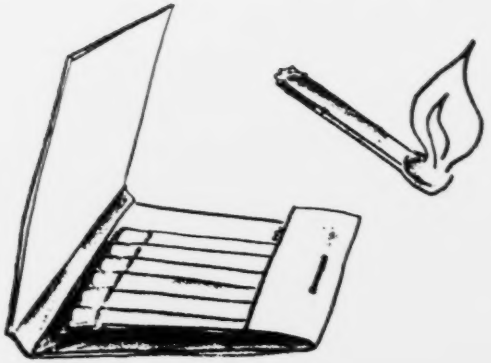

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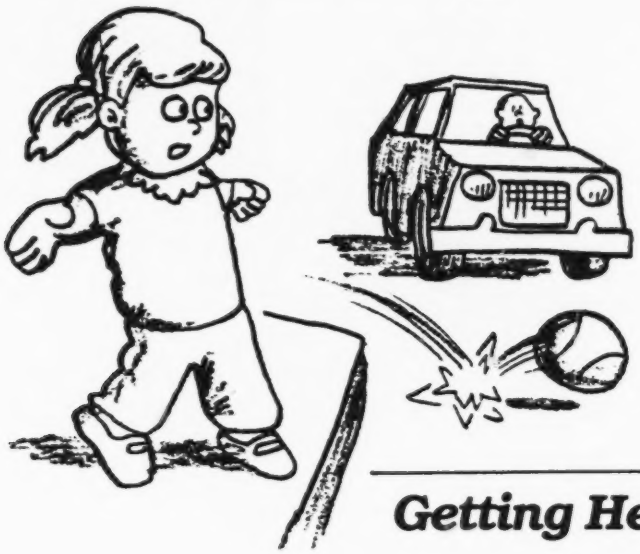
safety



Getting Help

Basic Concept:

1. We should get help from an adult if we are in danger.

Extended Concepts:

1. We can learn our addresses and phone numbers.
2. We can learn how to call for help in an emergency.

Topic: SAFETY - GETTING HELP - KNOWING YOUR ADDRESS AND PHONE NUMBER

Main Idea:

1. Given the ability to recognize numbers in sequence, children will accurately recite their address and phone number.

Teacher Information

It is important that children learn their addresses and phone numbers. Children are ready to learn this information when they are able to recognize different numbers in sequence.

Sometimes information must be learned by repeating it over and over. This is called rote learning. Although rote learning (repetition) in itself can be boring, activities can be designed to present the same information in a variety of fun and active methods.

If any of the children do not have phones, teach them the phone number of a relative or where a parent can be reached in the event of an emergency. Make sure this number is the same one the parent is teaching the child (see Parent Letter, following).

Resources/Materials

Numbers correspond to Child Activities.

1. Bulletin board to display addresses, tagboard or construction paper over a cork board. Houses and phones cut out of construction paper, pattern following, marker to write addresses and phone number. Each child's address and phone number, tape.

3. Colored construction paper, glue, sequins, glitter, confetti or tinsel that is cut into small pieces.

5. City/area map, cork board or bulletin board, construction paper cut to 3 X 5 inches, map pins, marker, children's addresses (locate them on the map before starting the activity).

   Children's phone numbers, large picture of telephone (or use the following pattern), one piece of yarn or string about 2-3 feet long, pin or tape to connect string to phone, toy phone or receiver for child to use.

SELF-ESTEEM ACTIVITY

Balloons, one for each child, string, marker, children's addresses and phone numbers.

PARENT/CHILD ACTIVITY

House and phone patterns, and parent letter, both following.

Child Activities

1. At a time when you can work in small groups, or one to one, have each child take a trip to the ADDRESS AND PHONE Bulletin Board. Recite and repeat the child's phone number encouraging him/her to do the same. As the child repeats it, write it on the phone pattern. Tape it to the bulletin board.

2. Repeat the above activity using addresses written on house pattern.

3. Apply glue to construction paper in the form of the child's phone number. Spread the sequins, glitter or other shiny material onto the paper allowing it to stick to the glue. Shake off excess glitter. Repeat the numbers as you do this.

4. Repeat the above activity using addresses.

5. Display a large city/area map on a cork or bulletin board. Explain that a map is a picture of the city/area. Point out where the day-care facility is located and put a map pin there. Find the location of each child's home and mark it with a pin. Have each child help you recite her/his own address while writing it on a piece of construction paper. Mount it near the appropriate location on the map.

   Mount a picture of a phone next to the map. Connect one end of the string to it, leaving the other end free to connect to children's addresses on the map. Have each child practice reciting his/her phone number while you 'dial' it on the phone. Connect the loose end of the string to the child's home location on the map. Once the 'connection' is made have a brief phone conversation with the child. Ask each to confirm the phone number so you can call them again. Write it on a piece of paper and mount it near the location of the child's home.

Self-Esteem Activity

Blow up balloons and have each child recite her/his phone number and address while you write it on a balloon. Tie them all together and display them in the room. Periodically, choose one balloon and ask that child if they can recite their address and phone number. **To avoid choking, keep balloons and balloon fragments out of children's reach.**

Parent/Child Activity

Send home copies of the house and phone patterns stapled to the following parent letter.

Dear Parent:

We are learning about safety and how important it is to know our addresses and phone numbers.

You can help by using the attached pattern to help your child memorize this important information.

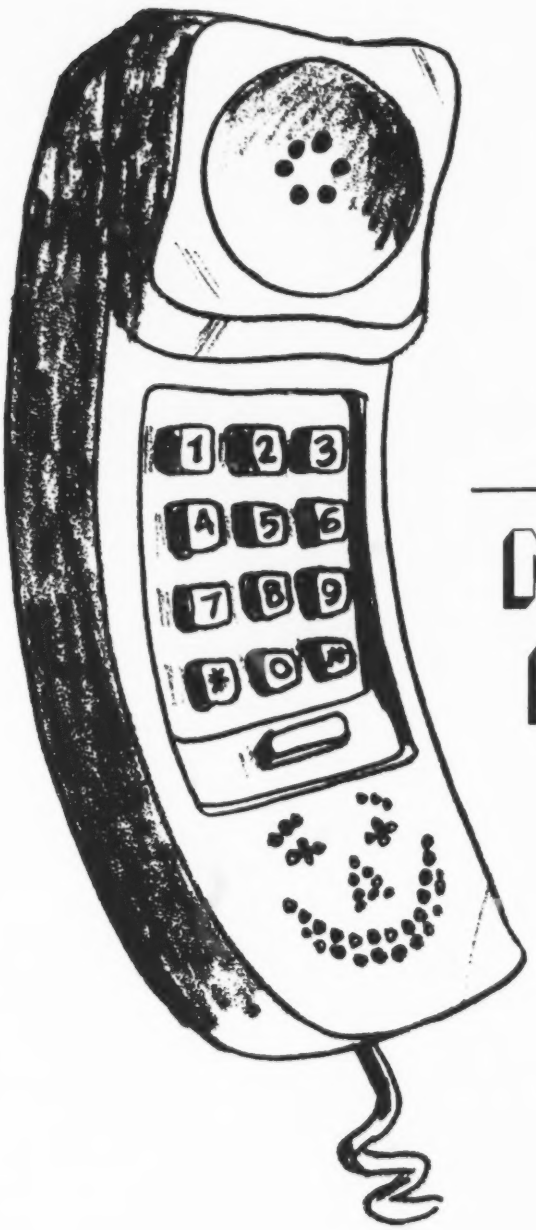
Ask your child to identify the numbers on your phone and on your house or apartment. On your next outing, point out your street sign.

If you do not have a phone, help your child learn the phone number of a relative or where you can be reached in the event of an emergency.

Thank you,

(Teacher)

My Address



MY PHONE NUMBER

Topic: SAFETY - GETTING HELP - CALLING AN EMERGENCY NUMBER

Main Idea:

1. Children will demonstrate how to call for help in an emergency.

Teacher Information

Children need to know how to call for help especially in an emergency situation. They need to know when it is appropriate to call and when it is not.

If you tell the children to call in the event of a fire, be sure to emphasize and practice getting out first, THEN calling if necessary (see Fire Safety).

Sometimes children are left at home alone or with other siblings. They should be taught how to call for help if someone is seriously hurt.

Resources/Materials

Real or toy phone.

Child Activities

1. How many of you are home alone or with just your brother or sister?

   What if someone got badly hurt?

   You could call for help.

   To use the telephone for help what number would you call?

   911 (or '0' in other areas).

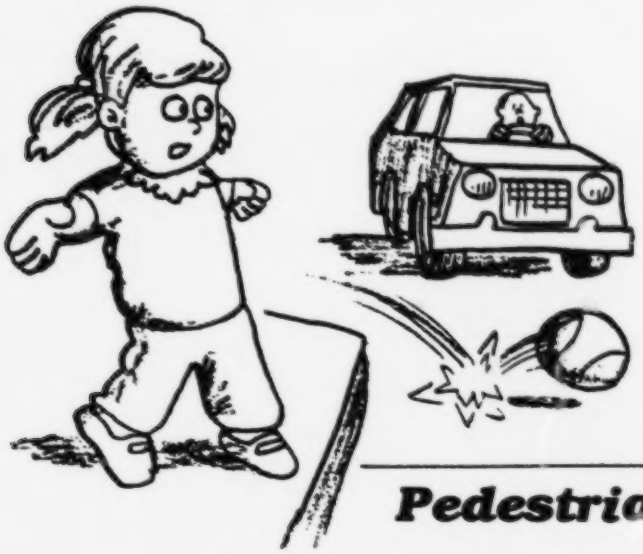
   Demonstrate using a real phone that is disconnected or a play phone.

   Speak slowly, say:

   - This is an emergency and I am alone. (Define emergency as needing an adult's help right away).
   - Give your name, and the address and phone number where the accident is.
   - Explain what happened.
   - Always let the operator hang up first. They might want to ask you some more questions. Maybe you forgot to tell them your address and they won't be able to help if they don't know it.

   Have the children practice this on prop phones. You can act as the operator. Practice so the children give the necessary information needed to receive help. Stress that you, the operator should be the first to hang up.

safety



Pedestrian Safety

Basic Concepts:

1. We should always stop at the curb of a street and cross only with an adult.
2. When on a riding toy, stop at the curb.

Extended Concepts:

1. We should stop, look and listen before crossing the street.
2. Red means stop and green means go.

Topic: SAFETY - PEDESTRIAN

Main Idea:

1. Children will stop at curbs when walking or on a riding toy.
2. Children will name three steps in crossing a street safely.
3. Children will tell why it is important to stop, look and listen.

Teacher Information

According to the National Safety Council, motor vehicle accidents are the leading cause of death for children 0-4 years of age. Of the 1,300 children, ages 0-4, killed in motor vehicle accidents in 1981, 570 (43.8%) were pedestrians. Of the 2,500 5- to 14-year-olds, 1,200 (48%) were pedestrians. Approximately 450-600 pedestrian-traffic deaths of children ages three, four and five occur each year. As difficult as it might be for some to imagine, once preschoolers leave their backyards they face the same pedestrian-traffic environment that adults face – only drastically less prepared and immensely less visible to drivers.

Children under 14 years are most often struck by vehicles as they cross or enter the street at non-intersection locations. The accidents tend to occur in residential areas near the child's home. The child most often appears suddenly (such as from between parked cars) or is running, and the driver has insufficient time to react to avoid collision. The second most frequent location for children's accidents is at intersections, where they dart into the street suddenly or run into the street without looking for vehicles.

Preschoolers are poorly prepared to function well in traffic situations. Their physical size makes it difficult for them, if they are near parked cars, to see approaching cars, and they in turn are hidden from the driver's view. Their short attention spans and impulsive behavior make it difficult for them to concentrate on more than one thing at a time. They lack the ability to grasp the total situation simultaneously with its essential details, and children this age have no (or almost no) concept of death or dying and little concept of traffic-related dangers. They do not think that a car can hurt them. A car is a comfortable thing. It takes them to enjoyable places. It's driven by an adult, and most adults they know look after them.

Current research indicates that the 'dart-out' accident comprises a large percentage of all accidents involving preschoolers. These accidents most often occur midblock, very near to the child's home, and often involve the child being obscured from view by a parked car. Older urban locations that are characterized by areas of dense population, small yards and much on-street parking often have a high concentration of accidents.

Almost all dart-out accidents occur in daylight hours and the greatest number of accidents occur in April, May and June, and then slowly decline through the summer months. There are very few accidents during the winter months, probably because of inclement weather and fewer hours of daylight.

From STATISTICAL AND SITUATIONAL DATA ON PRESCHOOL PEDESTRIAN TRAFFIC ACCIDENTS LEADING TO A PREVENTIVE PROGRAM by National Safety Council, reprinted with permission.

Children are very impulsive and full of energy. When they rush toward the street it is important to communicate your fear for their safety and your love for them. Some adults get angry as if they believe the child disobeyed just to annoy them. Instead, call or catch them - get their attention and quietly tell them your worry. Berating children with words only teaches them to turn off to you. All rules for pedestrian safety are the same for riding toys.

Resources/Materials

Numbers correspond to Child Activities.

1. PRESCHOOL PEDESTRIAN SAFETY PROGRAM, Product No. 0066-45101-0000, National Safety Council, P.O. Box 11933, Chicago, Illinois 60611. For immediate orders, call toll free 1-800-621-7619 (outside Illinois).

   This unique program is geared exclusively to the abilities and limitations of preschoolers, who are just too young and impulsive to fully understand traffic dangers and often too small to see or be seen by approaching vehicles. That's why the program focuses on keeping preschoolers out of the street unless they're with an adult, with special emphasis on preventing dart-out accidents. It includes:

   - Cardboard car that doubles as a colorful, hands-on-model, safe for child investigation, and as a storage container for program materials.

   - WATCHFUL WILLIE, an appealing, brown and white puppy puppet who captures preschoolers' attention and hearts while teaching them to stay OUT of the street. Willie involves children in instructive dialogues and becomes a role model with whom they identify.

   - Eye-catching, 17" x 22" poster that cautions - STOP AT THE CURB.

   - Teacher's guide containing methods and procedures and five lessons.

   Each lesson includes an elementary vocabulary, planned activities, a puppet dialogue script, an illustrated rhyme, a 17" x 22" color-in poster, and an 8 1/2" x 11" take-home coloring sheet with a message to parents on the back. These coloring sheets and a parents' introduction letter can be duplicated for your preschoolers.

   The Council's program is adapted from a preschool safety project implemented by the Milwaukee Safety Commission, which resulted in 33% reduction in accidents for 0-4-year-olds and a carry-over 17% decrease in the 5-9 age group. These successful results prove that a program designed specifically for preschoolers can reduce accidents and develop safe habits that children will retain as they grow older.

   Nursery schools, day-care and home-care centers, Head Start programs, and parents will discover they can use the materials from this program easily and effectively. Preschooler pedestrian safety is in your hands. Meet this responsibility dynamically and creatively with the PRESCHOOL PEDESTRIAN SAFETY PROGRAM.

3. Puppet and script for PEDESTRIAN SAFETY, following.

Chant: STOP, LOOK, AND LISTEN

I stop, look, and listen before I cross the street;
I use my eyes, I use my ears, and then I use by my feet.

(From Minnesota Traffic Safety Curriculum Guide, Minnesota Department of Public Safety.)

It is important to use 'I' when teaching behavior, when a person says 'I' it amounts to a sort of pledge or commitment. Then he/she is more likely to identify with the desired behavior and do it. Using 'I' increases self-esteem.

4. Two strips of tape placed to represent curbs on either side of a street, balls to roll into the 'street', riding toys.

5. A real street outside that is not busy with a lot of traffic.

6. Coloring sheet STOP AT THE CURB, following, and crayons.

7. Book, WHEN I CROSS THE STREET by Dorothy Chlad, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.

PARENT/CHILD ACTIVITY

Flyer IS IT SAFE TO CROSS NOW, following.

Child Activities

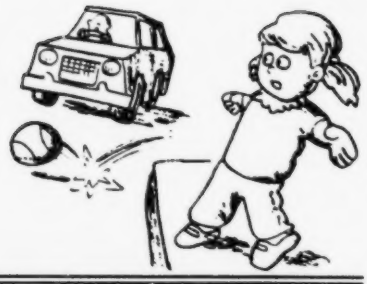
1. Conduct activities from the National Safety Council's PRESCHOOL PEDESTRIAN SAFETY PROGRAM.

2. When playing or walking outside reinforce that children should STOP at the curb and cross only with an adult. The same applies when on riding toys.

3. Perform the puppet play PEDESTRIAN SAFETY, following. Reinforce how we use our senses to pick up danger warnings. We should LOOK to see warnings. We should LISTEN to hear them.

   Have the puppet teach the children the chant I STOP, LOOK AND LISTEN.

4. Using tape to represent two curbs on either side of a street, have the children practice stopping at the curb. 'Cross the street' with them, stressing that it is safe and an adult is with them.



Have the children pretend to play with a ball on one side of the street. Roll the ball into the street and have the children practice stopping at the curb. Stress that they should STOP and WAIT for you (an adult) to get the ball for them. Retrieve the ball and continue to practice. Keep reminding them that the tape is a 'curb' next to a 'street'.

Have them play on riding toys being sure to stay away from the curb. Reinforce safe behavior by saying 'Look at Sherry, she's away from the curb. She's a safe rider!' 'That's right Donnie, play safely by staying out of the street.' 'Look at Diane, she almost went into the street but STOPPED at the curb!'.

5. Go outside and practice on the real street. Perhaps one adult would watch for traffic while the other watches the children. Take small groups of 2 or 3. Practice stopping at the curb.

   Sit on the curb and pretend a car, truck, van, etc. is coming. 'LOOK how big it is! Is it bigger than you? Bigger than all of us? Can you FEEL how big and heavy it is? LOOK how it bumps and whizzes along. Can you FEEL how fast it goes? LISTEN to its motor. Can you HEAR how strong it sounds? Could you stop it? Could you push it? Can you FEEL how big and heavy and strong and fast it is? Let's stay out of the way!'.

   Review chant I STOP, LOOK AND LISTEN.

6. Have the children color the picture STOP AT THE CURB, following.

7. Read WHEN I CROSS THE STREET by Dorothy Chlad.

Self-Esteem Activity

Remember to notice and comment when you see a child behaving responsibly. Avoid saying 'I'm proud of you' - instead say 'I noticed you're growing up, aren't you glad you can take good care of yourself?' This develops self-esteem instead of developing a dependence on you for approval.

Parent/Child Activity

Send home coloring sheet STOP AT THE CURB. Send home flyer IS IT SAFE TO CROSS NOW.

PEDESTRIAN SAFETY
Puppet Play by Win Terrell

Teacher: We have a story to tell about something that happened on the way to school, children.

(Children may respond 'What happened?')

Puppet: (Band-aid on puppet) On my way to school today I was walking across the street and all of a sudden a big truck came by and what do you think happened?

He hit me!

Teacher: Why do you think Ernie got hit, boys and girls?

(Children respond)

Teacher: What SHOULD you have done, to be safe?

Puppet: Call the policeman and put the truck driver in jail!

Teacher: Oh, there's a better way to stay safe! Take care of yourself.

Puppet: How can I do that, teacher?

Teacher: Boys and girls, can you help? What should he do to cross the street safely?

(Children respond)

Teacher: Yes . . . STOP . . . that is the first thing. (Hold up one finger) Always STOP on the curb.

Yes . . . LOOK . . . look both ways. Use your eyes, see if you can see any cars or trucks coming. Look is second (hold up two fingers).

Puppet: Well I was looking at two dogs playing in the yard.

Teacher: That kind of looking won't help; you should look for cars coming.

What else, children?

(Children respond)

Teacher: OK . . . LISTEN . . . we want to use our ears too. Do you hear any sirens? Remember the verse we learned:

I Stop, Look and Listen
Before I cross the street
I use my eyes, I use my ears
And then I use my feet!

Puppet: Oh, that's neat! I can remember that - how about you kids?

Teacher: But there's one more thing: Where do we cross?

Good! Always at the corner. Now let's practice.

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Dear Parent — *For Your Information*

IS IT SAFE TO CROSS NOW?
Guidelines For Parents

Young children are prime victims of pedestrian traffic accidents. Over the years a high percentage of pedestrian fatalities have involved children.

Just what can you do to protect your children against injury or death?

GUIDELINES

Set boundaries for your small children. Show them where they can play and the limits beyond which they cannot go. Be prepared to enforce your rules.

As your children get older, gradually transfer the responsibility for safe behavior to them. Do this a step at a time, making sure they know the basic rules appropriate to each new step.

Teach them to walk defensively. Even small children can understand that they are no match for a moving car or a bicycle or motorcycle.

TAKE A WALK

An effective way to teach your children is to actually go through the steps which lead to safe practices. Take a walk, talking with them - in their terms - about the rules and why they should be obeyed. Ask them questions such as: 'What do you think would happen if that car hit you?'

Hold the child's hand firmly. Point out the curbs and the difference between yards and streets. Show your children how to stop (at least five seconds) before they venture into the street.

One of the first traffic experiences children may have is crossing a residential street to see friends on the other side. When it is time for your child to have this privilege, take a walk. Teach them to look both ways for cars (you may even point in both directions) and to listen before they begin to cross.

INTERSECTIONS

Teaching children to cross at intersections is more complicated. Point out that they must not only look both ways before crossing but that they must look at the other street (the cross street) to make sure there are no cars turning in front of them.

If there is a crosswalk at the intersection, your children must cross within the lines. But, point out that they can't count on the car stopping for them. If there is a stop sign at the intersection, tell them that cars should stop but there are times when they don't. Walkers must play it safe and wait until the cars come to a full stop, then wait a second more until they are sure the cars won't start moving. Crossing at an intersection requires that all pedestrians walk defensively.

Show your children what traffic signals at an intersection mean. Stand and watch the traffic, then point out that the traffic light for walkers to watch is directly across the street they want to cross. Red means stop, yellow means wait and green means look for turning cars, then go. If there is a walk sign on the signal, the children may cross but, first, they should look for turning cars. Even if the walk sign is on, they should wait for turning cars to pass.

For Your Information - continued

ROADS AREN'T FOR PEOPLE

Children should be taught that roads are for cars and other vehicles, not for people. Point out that they should watch out for cars and bicycles and motorcycles, too. If you live in a quiet neighborhood, walk with them to a busy street where they can learn about dealing with heavy traffic.

Even though roads are not for people, there are times when people must use them. In areas with no sidewalks, walk with your children off the road . . . the shoulder or on the grass. Show them how they should walk against the traffic. If they are out after dark, see that they wear light-colored or reflectorized clothing.

There are times, in some places, when children do play in the street. Warn them about dangerous practices, such as riding bikes, trikes, sleds or skateboards down hills or driveways into the road. Teach them to watch and listen for cars coming if they are playing in the street.

DARTING

One of the most common (and dangerous) practices of children pedestrians is 'darting'. Show your children how hard it is for a car to stop quickly and how impossible it is for a driver to see them when they dart between parked cars. Show them, too, that they cannot see a car coming if they cross the street where cars are parked. Walk with them to a place on the street where they can see a long way in both directions.

CARS BACKING UP

Children should be taught at an early age about vehicles backing up, particularly cars backing out of driveways. Explain to them that the driver cannot see them if they are directly in back of the car. Point out that it's never safe to play behind a car parked in a driveway. If they must cross a driveway, they should be aware of the danger signals . . . a person in the car, back-up lights, the sound of a motor running.

Hitching rides on the backs of trucks or cars can be a great temptation to children but should be strictly forbidden. Tell them of the risk involved . . . that the truck might stop but that their sled or bike wouldn't.

TAKING THE BUS

If your children take a school bus or a city bus, they should learn about crossing the street after getting off the vehicle. Cars are required by law to stop when a school bus is dismissing passengers. Still, you should show your children how to cross in front of the bus and look both ways to make sure the cars are observing the flashing bus signals.

When getting off a city bus, a pedestrian should wait on the curb until the bus leaves and then observe all traffic precautions before crossing the street. A bus ride with your children can be a fun learning experience. It can teach them safety and familiarize them with public transportation. When they are older, they'll find riding a bus a natural way of getting around.

OTHER DANGERS

Children are adventurous, fun-loving, and usually in a hurry. Because they are, they should be warned of special traffic hazards. When you're driving with children and you arrive at your destination, always have them exit on the curb side - after the car has come to a complete stop. Jumping out of the automobile into the street can be a deadly practice.

For Your Information - continued

AS THEY GROW UP

As a parent, you know that repetition is a key part of teaching children. One walk or one instruction session on traffic safety won't do the job. You must talk with them frequently about traffic rules. Observe them to see if they are getting the message. Before they start school, plan and walk with them on a safe route. And, as they grow, watch to make sure they don't get careless in their walking habits. A rising number of teenagers are being killed on today's roads. Remind the young people of the rules they learned in their early years. See that they don't wear dark clothing such as blue jeans and navy blue sweatshirts when they walk at night. Warn them of the dangers of hitchhiking.

Teaching safety is an ongoing process. If you take the time, you can make a difference.

Courtesy Minnesota Department of Public Safety, reprinted with permission.

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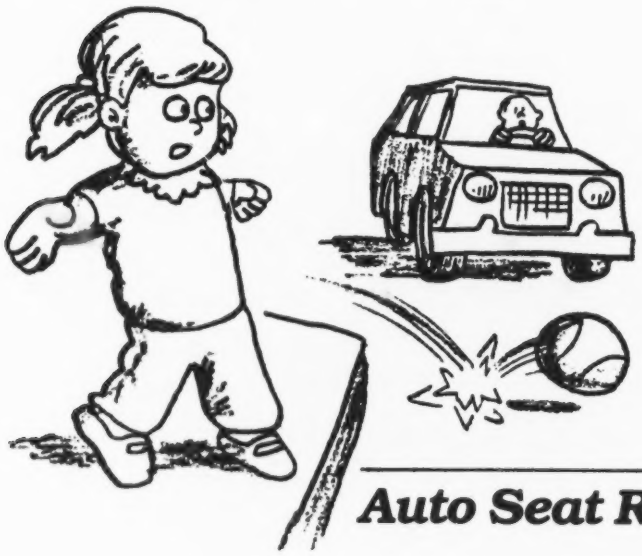


Auto Seat Restraints

Basic Concepts:

1. Wearing a seat belt keeps us safe in vehicles.
2. We can learn how to buckle a seat belt.

Extended Concepts:

1. We can remember to buckle our seat belts every time we ride in a vehicle.
2. We can remind others to buckle-up.

Topic: SAFETY - AUTO SEAT RESTRAINTS

Main Idea:

1. Children will tell why seat belts are important.
2. Children will demonstrate how to use seat belts.
3. Children will tell how to ask parents to wear seat belts.

Teacher Information

It is important not to frighten children with stories about why they should wear seat belts. It is better to tell them seat belts protect them from falling when the car stops suddenly.

The National Safety Council states that 51% of accidents involving people younger than 40 occur in autos and that 80% of the injuries and deaths could be prevented if people would wear seat belts.

The National Academy of Pediatricians says that any child older than one year may use the lap belt in the back seat, although the standard child-safe car seat gives more protection.

Some thoughts:

1. The back seat belt does not prevent a child from sleeping comfortably.
2. Parents must set an example by wearing seat belts. In addition, the unbelted adults can be thrown against children and crush them.
3. Children will behave better when they are restrained.
4. Parents must be firm to overcome protests.
5. A firm pillow on the seat can boost the child up so he/she can see out better.
6. The belt should be used ALL the time, more accidents occur on short trips to the store than on the freeway.
7. The belt should be placed on the hips, not the abdomen.

Motor vehicle accidents kill more young children each year than falls, drownings, burns, choking, poison, and pedestrian accidents COMBINED. This makes teaching young children to use seat belts a very important goal.

Resources/Materials

Number corresponds to Child Activity.

2. Seat belts cut out of old cars or design your own by attaching velcro to the ends of two strips of fabric. Small chairs with seat belts attached by pinning the ends together under the seats or by tying the ends around the rear legs.

SELF-ESTEEM ACTIVITY

Safety Bug Badge following.

PARENT/CHILD ACTIVITY

Parent letter, following.

Child Activities

1. Tell the story about Jay.

   Jay and his mom were driving to school. They were driving along when all of a sudden, a dog ran out in the street right in front of the car! Mom turned and stopped quickly. Jay was not in his seat belt - what do you think happened to him?

   What is a seat belt?

   Why should we wear it?

   Who wears a seat belt? Do you?

   Who sits in a car seat?

2. Being a SAFE RIDER.

   Arrange chairs with attached seat belts as in a car or bus. Have the children pretend they are going on a ride. Have them demonstrate and practice buckling up before the trip begins. Have them check each other to make sure everyone is a SAFE RIDER. Reinforce behavior by saying 'Cindy, I noticed that you buckled up right after you sat down', Gary, you're hands can really buckle that belt quickly!', 'Jeanne, your belt fits just right'. Is everyone safe and comfortable? Good, let's go!

   Sit in a chair and let the children watch you buckle your seat belt.

   Ask the children where they would like to go. Use your imagination to create a pleasant ride to your destination. After your imaginary ride, return and talk about how your journey was safe because everyone had their seat belts buckled.

   Ask them to describe places they go when riding with their parents. Ask 'How can you have a SAFE ride to the grocery store? To grandma's? To your friend's across town? To the beach?' By wearing your seat belt! It is important to be SAFE - remember what happened to Jay! Can you help remind others to buckle up?

3. During free play, the children can practice buckling seat belts and pretend they are going on a trip. Keep one chair belted for several weeks so children may practice at will.

Self-Esteem Activity

Have the children color the SAFETY BELT BUG BADGE, following, to wear or hang up in the car as a reminder to buckle up.

Parent/Child Activity

Send home letter to parent, following.

hang me in your car to remind you to:

WEAR YOUR SEAT BELT!

Dear Parent:

We are learning to use seat belts when we ride in the car. When I wear a seat belt I feel safe. If I can sit on a pillow, I can see out. When us kids are belted down we can't fight so much and we will pay more attention to what is happening outside. Besides, then we can't climb on the driver and cause an accident. Sometimes kids don't like seat belts, but if you wear yours, then I can follow your example and we can all be safe while riding in the car.

Love,

Your Child

safety

Preventing Poisoning

Basic Concepts:

1. Poisons are things that can make us very sick or kill us.
2. We should avoid tasting, touching, smelling poisons.
3. If we see a poison, we should tell an adult.

Extended Concepts:

1. Medicine is not candy. Parents, doctors, or teachers are the only people who can give us medicine.
2. Paint chips can be poisonous. We should stay away from paint chips and help younger brothers and sisters to stay away from them.
3. Poisons should be locked away from children's reach.

Topic: SAFETY - PREVENTING POISONING - LOCKING POISONS AWAY

Main Idea:

1. Children will name two poisons found in the home.
2. Children will identify and lock up two poisons in the child care/learning center and two poisons in the home.
3. Children will name one person who can give medicine to them.
4. Children will identify one adult they can inform if they see a poison.

Teacher Information

Check your own environment for any toxic materials. Make sure they are locked away from children's reach, and throw unneeded poisons away.

Instill an attitude that medicines (drugs) are only for people who are sick. Children need to understand that healthy people do not need drugs.

Find out the phone number of the nearest poison control center and write this number on each parent letter before sending it home (space is provided). If you do not know it, contact the following address to find out the number of the center nearest you:

Poisoning Staff (HFN 729)
Food and Drug Administration
Center for Drugs and Biologics
5600 Fishers Lane
Rockville, Maryland 20857
(301) 443-6260

When teaching children about keeping away from certain substances, AVOID using the word 'Don't', as in 'Don't drink bleach'. Children will more likely hear '...drink bleach' and ignore the word 'don't'. Use phrases like 'stay away from...' or 'avoid...'.

Resources/Materials

Numbers correspond to Child Activities.

4. Pictures of poisonous materials, following, and pictures of food.
5. Patterns of poisonous materials or a collection of packages that store poisons (cleaners, bleach, gas, etc.).

PARENT/CHILD ACTIVITY

Parent letter, following.

Child Activities

1. Every year many children are hurt or die because they have taken poison. A poison is something that can make you sick or kill you if you taste, touch or smell it.

   Can you name some things in your home that are poison?

plants	bleaches	acids
cosmetics	ammonia	glue
paint	gasoline	medicine
detergents	cleaning solutions	

   Where should they be stored? Locked up, away from children.

2. Have the children work with you to lock up the poisons in the center or home.

3. Who should give you medicine?

   Only your parents or your doctor should give you medicine.

   Why do we sometimes take medicine?

   Sometimes we get sick. Medicine is for sick people only. (Stress that medicine is not candy.)

   What could happen if you take someone else's medicine?

   We could get sick, we could die.

   What could happen if you take too much medicine?

   (Discuss the dangers of overdosing with such medications as aspirin and vitamins, two common causes of accidental poisoning.)

   Where should medicine be safely kept?

   In a locked medicine cabinet. Out of reach and sight of children.

4. Color and cut out the patterns of poisonous household items. Collect pictures of foods that are safe to eat. Have the children sort and separate the food items from the poisons. Have them lock up the poisonous items or throw them away.

5. Use the pictures of poisonous materials used in activity number 4 or collect EMPTY bottles/cans that are used to package common household materials that are poisonous. Display each one and ask the children who they would tell if they saw this package. Have each child, in turn, tell who they would inform. Answers can be anyone who is an ADULT. Reinforce the idea that they should always tell an ADULT when they see a poison. Also reinforce that children should STAY AWAY from these materials because they are poison and can make them very, very sick.

Self-Esteem Activity

Ask the children what they could do if they see a smaller brother or sister playing with detergents (or other household poisons), or playing with medicine bottles or eating plants. Children should respond 'tell an adult' (mom, dad, grandparents, teacher, etc.).

Distinguish them as members of the POISON PATROL by awarding them certificates.

_____

Is a member in good standing of the

POISON PATROL

And is dedicated to preventing accidental poisoning.

_____ _____

DATE SIGNED

Parent/Child Activity

Send home parent letter, following. Be sure to fill in the number of your local/state poison control center.

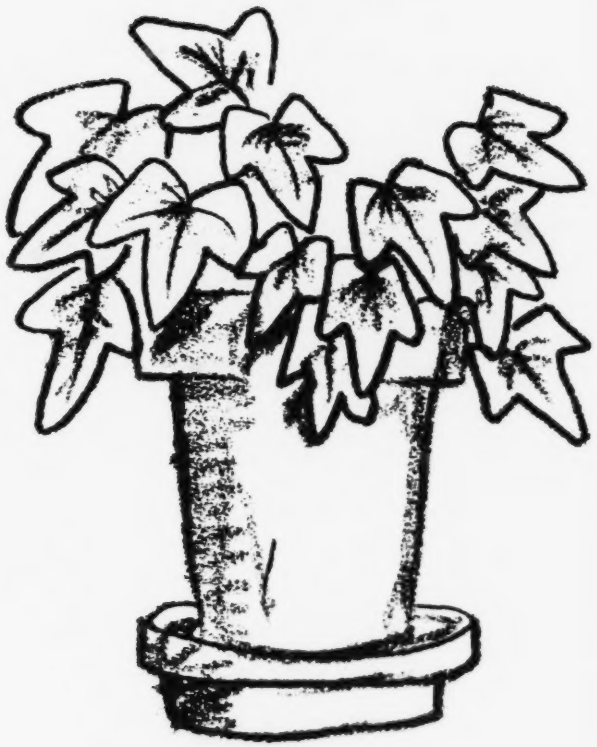
224

12345

MODEL CEMENT
CAUTION

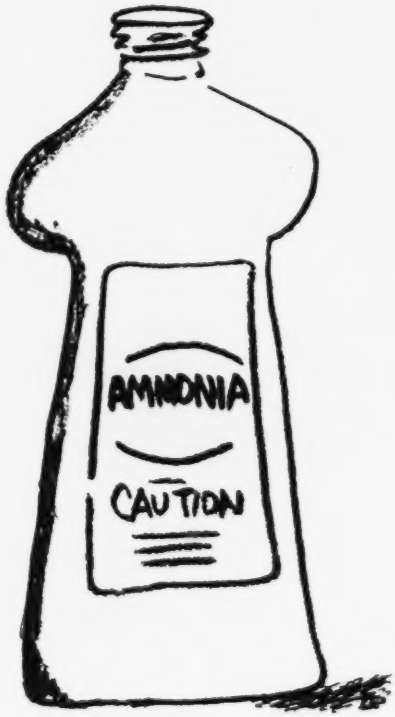
INSECT
REPELLA
SPRAY
CAUTION

METAL
Polish
DANGER



BLEACH
CAUTION

SPRAY
Insecticide
WARNING


AMMONIA
CAUTION

Dear Parent — *For Your Information*

POISON PREVENTION

We are learning how to prevent poisoning. We talked about how poisons can make us very sick and how we can avoid them if they are locked up - out of sight and reach.

Have your child help you find substances that are poisonous, then lock them away from children's reach and sight. If substances like medicine, paint, detergents, etc. are not needed any longer, throw them away. Be extra careful with vitamins and medicine. Never tell children that medicine is candy. Use safety locks and latches on drawers, cupboards and closets where dangerous materials are stored.

The American Association of Poison Control Centers recommends that you keep SYRUP OF IPECAC on hand in case of accidental poisoning. Be sure to know when and how to use it properly.

Post the number of your local poison control center near the phone in case of accidental poisoning.

Below are listed some of the common ingestions in young children. Take extra precautions with:

Alcoholic Beverages
Ammonia
Antifreeze
Aspirin & other Analgesics
Automotive Products
Bathroom Bowl Cleaner
Bleach
Boric Acid
Camphophenique
Cuticle Conditioner
Cleaning Fluid
Cologne
Copper & Brass Cleaners
Corn & Wart Remover
Dishwasher Detergents
Disinfectants
Drain Cleaners
Epoxy Glue Kit
Eye Makeup
Furniture Polish
Garden Sprays
Gasoline
Gun Cleaners
Hair Dyes
Insecticides
Iodine
Iron Medications
Kerosene
Mace
Model Cement
Mushrooms
Nail Polish
Nail Polish Remover
Narcotics
Oven Cleaner
Paint Thinner
Perfume
Permanent Wave Solutions
Pesticides
Pine Oil
Plants
Prescription and Non-Prescription Medicines
Rat Killers
Rubbing Alcohol
Shaving Lotion
Silver Polish
Strychnine
Sulfuric Acid
Super Glue
Turpentine
Typewriter Cleaner
Window Wash Solvent

ABOUT PLANTS

Plants are a common substance ingested by children under the age of five. The following list is designed to be a guide in choosing plants for home and garden and knowing where to place them safely.

Symptoms from plant poisonings vary greatly. Some plants may cause skin irritation, oral irritation, nausea, vomiting, or more serious effects.

TO PREVENT A POISONING FROM OCCURING:

1. Teach your children never to put leaves, stems, bark, seeds, nuts, or berries from ANY plant into their mouths.

For Your Information - continued

2. Know the BOTANICAL name of your house and yard plants and trees, should you have to call emergency.
3. Keep all house plants out of reach of young children.
4. Never eat a wild plant or mushroom unless you are positive of its identity.
5. Do not assume a plant is not poisonous because birds or other wildlife eat it.
6. Do not rely on cooking to destroy toxic chemicals in plants.
7. Store bulbs and seeds out of sight and out of reach of children.

If anyone happens to eat a poisonous plant or a plant you do not know about, please follow the first aid instructions under swallowed poison/household products, following, and then call a Poison Center, physician, or emergency department.

SAFE PLANTS

African Violets
Aluminum Plant
Anthurium, Tailflower
Aphelandra
Baby Tears
Begonias
Blood-Leaf
Boston Fern
Coleus
Corn Plant
Creeping Charlie
Christmas Cactus
Hoya
Jade Plant
Parlor Palm
Patient Lucy, Impatiens
Peperomia
Prayer Plant
Rubber Tree
Schefflera
Spider Plant
Swedish Ivy
Velvet, Purple Passion

NOT-SO-SAFE PLANTS

Belladonna, DEADLY
Boxwood, Common Box
Chokecherry - Pits only
Crocus
Daffodil, Jonquil, Narcissus
Dumbcane
English Ivy
Four-o-Clocks
Foxglove
Ground Ivy
Hyacinth
Hydrangea
Iris
Jack-in-the-Pulpit
Jerusalem Cherry
Jimson Weed
Juniper
Larkspur, Delphinium
Lilly-of-the-Valley
Mistletoe
Morning Glory
Nightshade
Philodendrons

EMERGENCY ACTION FOR POISONING

Inhaled Poison

Immediately get the person to fresh air. Avoid breathing fumes. Open doors and windows wide. If victim is not breathing, start artificial respiration.

Poison on the Skin

Remove contaminated clothing and flood skin with water for 10 minutes. Then wash gently with soap and water and rinse.

Poison in the Eye

Flood the eye with lukewarm (not hot) water poured from a large glass 2 or 3 inches from the eye. Do not force the eyelid open.

Swallowed Poison

Medicines. Do NOT give anything by mouth until you have called for professional advice.

Chemicals or Household Products. Unless patient is unconscious, having convulsions, or cannot swallow - give milk or water immediately, then call for professional advice about whether you should make the patient vomit or not.

Always keep on hand at home a one-ounce bottle of SYRUP OF IPECAC for each child or grandchild in the home. Use only on advice of poison control center, emergency department, or physician.

After the Emergency Actions, CALL your local Poison Control Center:

Telephone Number _____

NOTE: When you contact the Poison Center, have the following information ready:

-age and weight of patient

-name and amount of product

-time poisoning happened

-any symptoms

YOUR CHILD'S DAY CARE:

Poisonous substances are locked far away from children when they are here. Art supplies that are used here are non-toxic but the children are still closely supervised so they keep non-food items out of their mouths.

Let's work TOGETHER to prevent poisoning.

NOTE: Technical information, emergency action for poisoning and suggestions for poison prevention courtesy Minnesota Poison Control Center, St. Paul Ramsey Medical Center. Reprinted with permission.

Topic: SAFETY - PREVENTING POISONING - PREVENTING LEAD POISONING

Main Idea:

1. Children will point out peeling paint and tell what to do with it.
2. Children will describe why eating paint chips is dangerous.

Teacher Information

Houses built before 1950 are painted with lead paint, inside and out. Old paint chips flake off. The chips are often eaten by children 1-6 years old. (It tastes sweet to them.)

Lead paint causes lead poisoning in the blood which can damage eyes and affect intelligence and fine muscle coordination. It can even cause death. Children do not appear ill; however, they may exhibit any of the following symtoms: fussiness, tiredness, upset stomach, short attention span, and/or emotional instability. Scraping, sanding or covering old paint with wallboard, or temporarily with contact paper, will remove poisonous paint from children's reach.

The test for lead poisoning is a finger stick blood test.

Resources/Materials

Find a board with peeling paint or a house in walking distance that has peeling paint.

PARENT/CHILD ACTIVITY

Lead Paint flyer LEAD PAINT IS POISON, following.

Child Activities

1. Show a board with peeling paint or go for a walk to a house with peeling paint. Have the children look at it. Discourage touching it. Tell them it is poisonous and can make them very sick. Reinforce how we want to stay healthy by staying away from poison.

   Talk about their own houses.

   Is there peeling paint inside? Where?

   Is there peeling paint outside? Where?

   Is there peeling paint at a friend's house or relative's house?

   Did you ever see anyone eat paint chips?

   Talk about food and non-foods.

Parent/Child Activity

Send home parent letter, following. Have the children look in their own houses for old peeling paint. Have them tell their parents if they see any.

ready... set... grow!

Dear Parent:

Lead poisoning is a serious disease that children get when they eat lead paint chips. Kids are always putting things in their mouths, but lead paint chips are especially dangerous. This is particularly important if your house or apartment was built/painted before 1950.

Lead in the body acts on the nervous system and in high levels can cause learning disorders, retardation, seizures, or death.

You can find out if your children are getting lead poisoned before they get really sick. Ask your local health center how to find out more about lead poisoning. They can also tell you where to to go for the lead test.

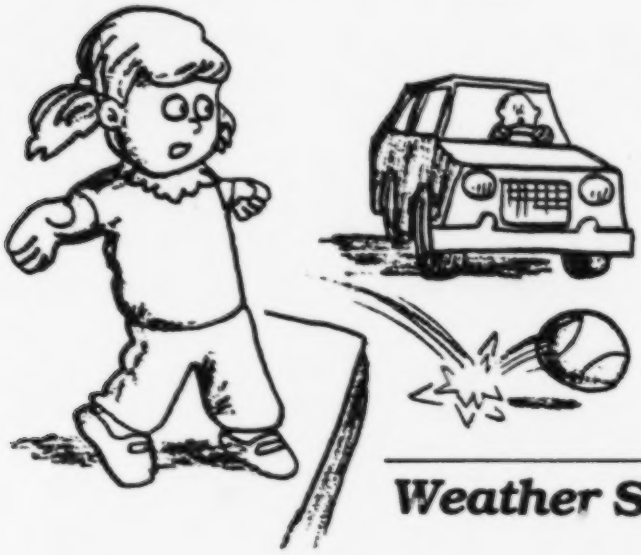
It is important to:

- Brush any peeling paint off the walls.
- Keep the floors clean of paint chips and dust.
- Put the chips in the garbage.

Sincerely,

(Teacher)

safety



Weather Safety

Basic Concepts:

1. Our bodies tell us when we are too cold or too hot.
2. We should wear warm clothes when it's cold.
3. We should cool off when feeling too hot.
4. We can demonstrate how to protect ourselves during a tornado.

Extended Concepts:

1. We can protect ourselves from frostbite.
2. We should drink water when playing outside in the heat.
3. A tornado is a very strong wind that can blow houses away. A loud siren tells us a tornado may be approaching. We can tell what to do if a tornado strikes.

Topic: SAFETY - WEATHER SAFETY - COLD

Main Idea:

1. Children will identify one safety measure to take when feeling cold.

Teacher Information

Our bodies give us signals. We can learn to pay attention to what our bodies are signaling. When the weather is cold and windy, we must pay careful attention to avoid frostbite and hypothermia (chilling). 'Wind chill' is caused by the speed of the wind. It means the cold feels more chilling because the wind blows away body heat. To prevent wind chill, wind-proof clothes should be worn. Children do not notice when fingers, toes, cheeks, nose and ears are getting dangerously cold. Skin first turns red, then gets white spots over the bone. The skin must never be rubbed, only covered with something warm. To prevent frostbite, all skin should be covered.

Hypothermia is a rapid drop in body temperature. People get chilled when their clothes get damp. Watch for dampness when children play in the snow. Shivering is the first sign of hypothermia, a person who is shivering needs to be warmed quickly.

Take his/her temperature. If it is below 95° F, talk to a doctor. A warm bath, warm bed and hot food will help. If the temperature drops, it is an emergency. Tiredness, lack of coordination and speech fuzziness are also signs of hypothermia.

Resources/Materials

Numbers correspond to Child Activities.

1. A large weather outdoor thermometer to be mounted where children can see it from indoors. Black or red tape to mark 32° and 50° F.

2. Pictures of leafless trees blowing in the winter wind.

3. Poem: WHEN THE COLD WIND BLOWS
by Win Terrell

I shiver and shake
When the cold wind blows
And run in the house
So it won't freeze my nose.

4. Articles of winter clothing:

hat/hood	mittens/gloves	scarf
boots	stockings	jacket

5. Poem: WHO HAS SEEN THE WIND
by Christina Rosetti

Who has seen the wind?
Neither I nor you
But when the leaves hang trembling
The wind is passing through.

Who has seen the wind?
Neither you nor I
But when the trees bow down their heads
The wind is passing by.

7. Bowl, dishpan or sink partially filled with warm (not hot) water.

8. Weather thermometer, picture or drawing of the North Wind blowing, pictures of winter clothing: hat, mittens, boots, jacket, scarf, sweater, etc.

PARENT/CHILD ACTIVITY

Flyer FROSTBITE & WINDCHILL, following.

Child Activities

If you live in a cold area of the country, talk about cold weather. October-November is a good time to start. Repeat the lessons again in late winter.

HYPOTHERMIA (CHILLING)

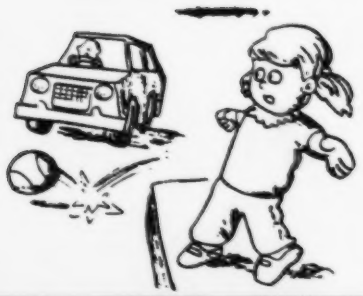
1. Use a large weather thermometer if possible that will mount out of doors. Mark where 50^{o} and 32^{o} are, so young children can recognize it. Talk about people getting 'chilled' anytime the temperature is below 50^{o} F, especially if it is damp and windy. It does not have to be freezing - 32^{o} F. Discuss that people need food to stay warm and need shelter out of the wind. Go inside if you feel chilly or tired.

   Check the thermometer every day during cold weather.

2. Show picture of the cold wind blowing and have children's own winter clothing. Learn the term 'windchill'. What is your body telling you?

3. Teach them the poem WHEN THE COLD WIND BLOWS.

4. Show articles of winter clothing or use the children's own winter clothing. Talk about dressing warmly as you prepare them to go home or outside.



5. Recite the poem WHO HAS SEEN THE WIND by Christina Rosetti.

FROSTBITE

6. Talk about cold toes, fingers, nose, ears, and cheeks (first skin gets red, then white).

   White is too late. Frostbite! Emergency! Tell an adult!

   What is your body telling you when your skin feels cold, looks red, then white?

   This means FROSTBITE.

   Reinforce how to prevent frostbite by covering all exposed areas. Do this as you prepare the children to go outside.

7. Run some warm water in a bowl or sink. If hands/feet are extremely cold, they may hurt some as they warm up. Be careful not to use water that is too hot - you may get burned. Show them how to test the water by quickly dipping an elbow in it. (Outdoor fingers are too cold to give accurate body messages.) Practice testing the water and warming hands.

   How could you warm a cold face?

   Cover with someone's warm hands, warm wash cloth, etc.

8. Mark the weather thermometer with pictures of hat, mittens, scarf, boots, sweater, etc. by the appropriate temperature so children can see what combination of clothing should be worn at a particular temperature. Add a picture of the North Wind blowing to remind them of windchill.

Self-Esteem Activity

After checking the thermometer, have the children help you decide how to dress appropriately. Reinforce how they are learning to take care of themselves (self-responsibility). As you prepare to go outside ask 'How do you feel . . .

When you can find out for yourself what to wear? When you can help someone who has cold, red cheeks or nose? When you know what to do about cold skin?'

We all feel great when we learn how to do something.

Parent/Child Activity

Send home flyer FROSTBITE & WINDCHILL, following.

Dear Parent — *For Your Information*

WINDCHILL & FROSTBITE

HYPOTHERMIA

HYPOTHERMIA means low body temperature - below 95° F.

Body temperature can drop quickly in weather that is colder than 50° F, especially when the wind is blowing. If your body cannot get enough heat from your food and activity to stay warm, you will chill.

People younger than 1 year and older than 60 years chill in a few minutes.

SYMPTOMS can include:

Intense shivering, numbness
Fatigue, confusion, drowsiness
Stumbling, poor coordination, slurred speech
Shivering stops when the temperature of the body becomes dangerously low

HYPOTHERMIA is a MEDICAL EMERGENCY!

The person must be warmed as quickly as possible or DEATH MAY OCCUR!

EMERGENCY CARE includes:

FIRST - Shelter from WIND and WETNESS - Change DAMP clothing.
THEN - Give HOT food and drink - avoid alcohol and tobacco.

WARM A CHILLED PERSON QUICKLY. BEWARE - COLD SKIN BURNS EASILY.

Warm the person in a warm room near a fire; in a lukewarm bath 100° or less; in a sleeping bag with hot rocks or nude bodies for warmth; in a bed warmed with hot rocks or an electric blanket.

People with Diabetes, Cardio-vascular or Endocrine DISEASES and those taking tranquilizers chill more quickly than others.

FROSTBITE

FROSTBITE means frozen skin.

Windchill makes cold more dangerous. Wind blows away body heat and causes frostbite even at temperatures well above freezing. Skin cream gives some protection.

SYMTOMS can include:

Parts of the body feel cold and painful, red spots appear before skin freezes; white frozen spots appear on the skin (like cheekbones, ears, nose, fingers and toes, and where wet clothes touch bare skin. Frozen areas feel numb and hard.

TREATMENT for FROSTBITE

Frozen fingers and toes can break off. Do not walk on frozen feet or toes. DO NOT RUB frozen skin - especially not with snow.

WARM frozen skin quickly after you get to warm shelter.
- place fingers in arm pits
- warm cheeks, ears with warm hands
- use lukewarm water under 100° F. to warm hands and feet

Treat FROSTBITE like a BURN:
- wrap thickly with soft cloth
- protect from infection

Telephone a doctor if the skin blisters or becomes swollen.

COLD WEATHER TIPS

The best protection is several layers of light wool clothing and a windproof outer layer, such as nylon.

Remove one layer at a time as you get warm. With only one heavy coat you will be either too warm or too cold.

Remove outer clothing when indoors or you will perspire and chill when you go out.

Damp or wet clothing chills 200 times as fast as dry clothes. WOOL does not get damp, so it is more effective.

Damp BLUE JEANS are KILLERS in cold weather. Cotton is not warm enough.

At 40° F., 50% of your body's heat loss is from your head - SO WEAR A HAT!

Large, metal earrings can cause your ears to develop FROSTBITE.

Cover your nose and mouth on very cold days. Cold air in the lungs takes away the body's ability to warm itself.

Adequate food is necessary to stay warm. FOOD is FUEL! Hot food and drink add heat.

Good 'fuel' foods can include:
- unsalted nuts or seeds, peanut butter
- raisins, candy, hot sandwiches
- hot soup, hot chocolate

DO NOT smoke or drink alcohol to warm up. They make you feel warm, but chill the body and blood.

Male joggers should wear extra shorts in cold weather. People in vigorous sports and people who work outdoors can get frostbite on thinly covered parts, especially when perspiring.

From WINDCHILL & FROSTBITE by St. Paul Division of Public Health. Reprinted with permission.

Topic: SAFETY - WEATHER SAFETY - HEAT

Main Idea:

1. Children will describe one safety measure to take when feeling hot.

Teacher Information

Hot humid weather can bring on two heat disorders: heat exhaustion and heat stroke.

In heat exhaustion we see the very young and very old lose appetite, energy and interest. The skin is pale and moist, sometimes there is headache and stomach or leg cramps. Such a person should rest where there is a breeze in the shade and not be forced into activity. Cool food and fluids help cool down the body. Heat exhaustion is not serious, but should be attended to immediately.

Heat stroke is a sudden, serious illness. The skin is hot, dry and flushed. If the person's temperature is over 103^{o} , talk to a doctor; it could be deadly. Try to reduce it by wetting the clothes, head and body with cool tap water, or take a cool bath. Give cool drinks. It may take 8 hours to get the temperature down and keep it down. Then give a hot drink or soup to cause perspiration if possible. This person may have a recurrence any time it is hot.

Resources/Materials

Number corresponds to Child Activity.

2. Chant: WHEN IT'S HOT by Win Terrell

When it's hot, hot, hot
I will stop, stop, stop
To get a drink instead
And put water on my head.

SELF-ESTEEM ACTIVITY

Poem: I'M GLAD TO LEARN by Win Terrell

I'm glad to learn
What I should do
And I'll be glad
If you learn too!

PARENT/CHILD ACTIVITY

Letter to parent, following.

Child Activities

1. How can you tell when you are hot?

   Sweat, thirsty, tired, feel hot.

   We must pay attention to how our bodies feel.

   Some people get very sick when they get too hot. Show me how you act when you feel hot.

2. What would you like to do to get cool?

   Swim, drink, lie down, air conditioning, etc.

   Let's pretend we have been on a hike. (Hike around the room.) We are all hot. What shall we do? Here is a hose. Get a drink. Dampen your face and neck. Sit in the shade. As the children wet themselves from the 'hose', have them recite WHEN IT'S HOT.

Self-Esteem Activity

Review what was learned, tell them you are glad they know more about how to take good care of themselves and they can be more helpful to others, too. Have the children recite I'M GLAD TO LEARN. Learn the verse to reinforce their feelings of competence and self-esteem.

Parent/Child Activity

Send home letter to parent, following.

Dear Parent:

I have been learning that when I get too hot while playing in the summer I should stop, get a cool drink, and put cool water on my head. I am glad to learn how to take care of myself better and how to help others. Ask me what I learned so I can tell you.

We learned a poem too:

I'm glad to learn
What I should do
And I'll be glad
If you learn too!

We also learned:

When it's hot, hot, hot
I will stop, stop, stop
To get a drink instead
And put water on my head!

I feel better about myself and about others when you are interested in what I learn. Maybe you can learn the poems too, then we can recite them together!

Thanks,

Your Child

Topic: SAFETY - WEATHER SAFETY - TORNADO

Main Idea:

1. Children will go to the center of the room and crouch when a warning siren is heard.
2. Children will describe where they can go for safety.

Teacher Information

Most communities have an emergency warning system that is tested on a regular basis. Hold a tornado safety practice session the next time the siren goes off in your community.

Resources/Materials

Numbers correspond to Child Activities.

2. Puppet play TORNADO SAFETY, following. Use any puppet or make one from a paper bag or sock.

4. Color sheet, following.

PARENT/CHILD ACTIVITY

TORNADO flyer, following.

Child Activities

1. Define tornado: a very strong wind that can blow houses away.

2. On the day your community's warning system is tested, perform the puppet play TORNADO SAFETY (following).

3. Practice tornado safety with children in your building.

   Go to the center of the lowest room, it is the safest place to be in a tornado.

   Stay away from windows because glass breaks and flies around.

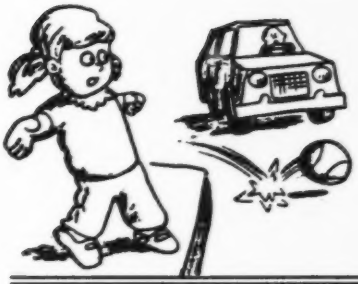
   Cover the head and neck with the arms or a pillow or a towel, etc. Most serious injuries are to the head and neck.

   If possible get under or near strong furniture.

   Practice tornado safety with children out of doors. Look for overhead wires.

   When outdoors, avoid broken electric wires or those that may fall on you.

   Lay in a ditch until the storm is over or all-clear is announced on T.V. or radio.



4. Hand out color sheet for children to color, following. Tell them to explain the pictures to their parents/guardians.

5. The next day, review and discuss Tornado Safety. Have the children practice at school again.

Parent/Child Activity

Have the children take home color sheet and flyer TORNADO for discussion and practice at home, following.

TORNADO SAFETY
Puppet Play by Win Terrell

Puppet: Teacher! What is that siren? Is it a fire?

Teacher: No, it's a tornado danger warning siren.

Puppet: Well I want to go outside and see the tornado!

Teacher: Wait! Children, who knows what a tornado is?

(Children respond)

Teacher: That's right - it's a very strong wind that can blow houses away.

Puppet: Well what will happen to me? I don't want to get blown away!

Teacher: First - we should go to the lowest floor of the building. Where would that be, children?

(Children respond)

Teacher: Yes is the lowest floor. Which is the lowest floor in your house?

(Children respond)

Puppet: My basement is the lowest in my house.

Teacher: Good. At your house go to the lowest floor. When we are here, we will go to _____

Puppet: What about windows? Glass can break and cut you.

Teacher: Yes, stay away from windows. Go to the middle of the room and get down on your elbows and knees on the floor and cover your head. Let's all try that right now!

(Children get down on elbows and knees covering their heads.)

Puppet: This is fun.

Teacher: If there is a big table in your room, get under it or get close to a big chair.

Puppet: Some people live in mobile homes. What should they do?

Teacher: People who live in mobile homes or trailers should leave and go to a shelter or a friend's house. Mobile homes and trailers are not safe in a tornado.

Puppet: But what if you're walking along the road and there are no houses?

Teacher: Then find a ditch or hole and get in it and lie down. If you are in a car, stop and get out and lie down in a hole or run to a close building to get inside.

When you go home, talk about Tornado Safety with your parents.

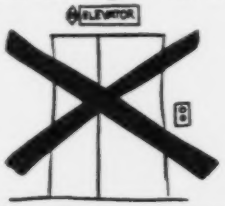
Now let's practice what we will do here at school if a danger warning signals a tonado.

TORNADO
By Win Terrell

Tornadoes are the most dangerous of all storms. Many states have tornadoes in the warm weather months. Tornadoes move fast. If you think a tornado is coming your way, find a shelter. Do not wait to see it. Open windows 2-3 inches on the side of the house away from the wind so the house will not explode from air pressure.

If you are at home, go to the lowest room in the center of the house. The basement is best. A small room like a bathroom or closet is safer than a large room. Stay away from windows. Glass breaks when the wind blows hard and it can cut you. Get under a strong table or other strong furniture. Take pillows and blankets to cover your head and body. Take a flashlight and a battery radio.

If you are in a public building do the same thing: go to the lowest room. Look for a SHELTER sign. Do not use elevators. They get stuck.



If you are outside, go into a building. If you are not near a building, find a low place in the ground, a ditch or hole, and get into it. Cover your head. Stay away from electric wires over your head.

If electric wires are blown down they are very dangerous - get away from them.

Never try to get away from a tornado cloud in a car. You cannot get away fast enough and other tornado funnels may develop around you. Tornadoes blow cars around and can kill people in them.

If you are in a trailer home or mobile home, get out of it. Go to a SHELTER or get in a ditch. Tornadoes blow mobile homes around and kill people in them.

In most communities, warning sirens warn people of a coming tornado. Listen to the radio or television for more information. The sirens are usually tested on a regular basis. Tornado funnels sound like a train coming. Tornadoes can come in a quiet time in a windstorm. Greenish clouds with lightning in them warn us that a dangerous tornado cloud may be developing.

After the storm is over look for broken electric wires. Report them to the fire department. Stay away from them. They can kill you.

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safety

Fire Safety

Basic Concepts:

1. We can demonstrate what to do if in a burning building.
2. Firefighters are special people who put out fires.

Extended Concept:

1. We can learn to avoid matches and help younger children avoid them.

Topic: SAFETY - FIRE SAFETY

Main Idea:

1. Children will demonstrate what to do if the building they are in is burning.
2. Children will describe how to avoid matches.

Teacher Information

Fire is one of our nation's major problems. Each year it causes thousands of deaths, hundreds of thousands of injuries, and billions of dollars of property loss. It causes more loss of life and property than all natural disasters combined.

An average of 2,600,000 fires strike residential buildings each year in the United States. More than 7,500 persons die each year from fire, and more than half of them are children and old people. More children are killed and injured by burns each year than were stricken by polio in its peak year, 1952.

Children must learn that the most important thing to do when in a burning building is to GET OUT and STAY OUT. Children have the tendency to hide in a closet or under a bed thinking they can hide from the fire. They also may try to save pets or articles of possession and end up not escaping. It is also important to stay out of the burning building once outside. Many people have died returning to a burning building.

Organize and PRACTICE fire drills in your home or center. If you need assistance, contact your local fire department. They can also help you decide the appropriate type, location and number of smoke detectors you should have in your center.

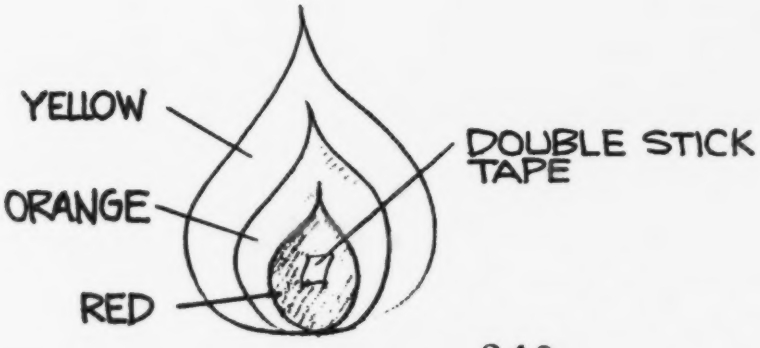
Resources/Materials

Numbers correspond to Child Activities.

1. Fire Drill plan.

2. Fire drill plan, large piece of black or gray fabric or several strips of black crepe paper to simulate smoke.

3. Create a flame for FIRE TAG by cutting a flame shape out of red, orange and yellow construction paper. The 'flame' should be about 6" x 4". Place a piece of double-stick tape on the back of it. Black crepe paper streamers or black or gray fabric (for smoke).



4. Song: FIRE SAFETY
(sung to the tune of Frere Jacques)

Fire Safety
Fire Safety
Keeps us safe
Keeps us safe!

Fire and flame can burn you
But not if you can learn to
Roll around
On the ground!

5. Book: MATCHES, LIGHTERS AND FIRECRACKERS ARE NOT TOYS, by Dorothy Chlad, Children's Press, 1224 West Van Buren Street, Chicago, Illionois 60607.

Colorful pictures and simple text presents safety rules to be followed when using matches, lighters, sparklers and firecrackers. Describes how fire can be helpful and hurtful and that adults are the only ones who can use it safely.

Matches, lighters of various types, kitchen matchboxes.

Poem: MATCHBOOKS, LIGHTERS

Matchbooks, lighters
Aren't for me.
(Shake heads back and forth)

Matchbooks, lighters
Let them be!
(Wave both hands away from self)

If I see any matches today
(Point to eyes)
I'll tell someone to put them away!
(Shake index fingers towards a high shelf or cupboard)

6. Book: WHEN THERE IS A FIRE GO OUTSIDE, by Dorothy Chlad, Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.

Colorful pictures and simple text presents safety rules to be followed in case of a fire in the house. Also describes the job of firefighters and the importance of staying out of the way while they do their job. Pictures show male and female firefighters.

7. Firefighter as guest speaker. Ask the firefighter to bring along a suit that is worn while fighting fires. Maybe one in your size so you can dress up for the children. Ask the firefighter to discuss the following:
   a. why only firefighters can go into burning buildings (training, equipment, protective clothing);
   b. the importance of avoiding matches.

   It is appropriate and perhaps even necessary to request that the firefighter use a positive approach to fire safety. Most experts believe that scare tactics do little more than cause nightmares. Ask the firefighter to avoid showing pictures of burn victims or similar traumas.

PARENT/CHILD ACTIVITY

Letter to parents, following. E.D.I.T.H - EXIT DRILLS IN THE HOME, flyer with information on how to conduct exit drills in the home, following.

Child Activities

1. Organize a fire drill. Make sure the children understand the exact procedures. Practice using the following guidelines:
   a. stay quiet and calm; leave in single file;
   b. shut doors behind you;
   c. walk out, avoid running;
   d. gather outside at a predetermined meeting place;
   e. make sure everyone is out; and
   f. let firefighters save pets.

2. Practice and demonstrate how to escape from a fire that is very smoky by crawling or creeping along the floor. Practice the fire drill again pretending that it is smoky. Wave the black fabric or crepe paper over the children's heads to simulate smoke. Reinforce the children as they practice by saying 'that's right Molly, stay low to escape from smoke!' 'look at how Jerry can crawl so low!'.

3. Teach the children what to do if their clothes catch on fire. Have them practice this:
   a. STOP
   b. DROP to the floor
   c. ROLL to smother flames

   Play FIRE TAG. Have the children space themselves around the room. Hold black streamers in one hand to wave around as the 'smoke' and hold the 'flame' in the other hand. Move around the room waving the 'smoke' while saying:

Smoke and flame
Smoke and flame
Fire safety
Is our game.

Smoke and flame
Smoke and flame
What would YOU do
If it came?

As you chant the last line, stick the flame onto one of the children's clothes. That's the cue for that child to stop, drop to the floor and roll to smother 'flames'. Praise that child and start the chant again until all the children have had a chance to practice.

4. Teach them the song FIRE SAFETY.

5. Read the book MATCHES, LIGHTERS AND FIRECRACKERS ARE NOT TOYS. Ask:

   What can you do to help PREVENT fires?

   Yes, stay away from matches.

   What if you saw your brother or sister or some other child playing with matches?

   You should tell an adult.

   Show the children a vaiety of matchbooks, kitchen matchboxes and lighters. Teach them the poem MATCHBOOKS, LIGHTERS.

6. Read the book WHEN THERE IS A FIRE GO OUTSIDE by Dorothy Chlad.

7. Invite a firefighter to speak to the children about Fire Safety. Be sure to explain that women can be firefighters, too.

Self-Esteem Activity

Have the children explain what they would do if a younger child were playing with matches. Ask them how they feel when they help protect someone from possibly getting burned or starting a fire.

Parent/Child Activity

Send home letter to parents along with the flyer E.D.I.T.H. - EXIT DRILLS IN THE HOME, both following.

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ready...
set...
grow!

Dear Parent:

Today I learned about FIRE SAFETY! I learned that it is very important to GET OUT of a burning building and STAY OUT.

Let's plan how our family might get out of our home if it catches on fire. We should plan a special meeting place outside where we can meet and know that everyone is safe.

Then let's have a fire drill!

Love,

Your Child

Dear Parent — *For Your Information*

E.D.I.T.H.
Exit Drills In The Home

Don't wait for smoke and fire to surprise you. Plan your home fire escape now. If you live in an apartment, ask the management to schedule drills. Practice during Fire Prevention Week and once or twice more during the year. If you move, make a new plan right away!

DISCUSS AND PLAN AHEAD

Sit down with your family today and make step by step plans for emergency fire escape.

Diagram two routes to the outside from all rooms, but especially from bedrooms. Locate the enclosed exit stairs in an apartment building.

Memorize the fire department phone number. Post the number on your phone.

Choose a place outdoors for everyone to meet for roll call; locate the call box or neighbor's telephone for calling the fire department.

Discuss why you shouldn't go back inside once you're out. (People have died returning to a burning building.)

HAVE SMOKE DETECTORS

Buy a smoke detector for each level of your home. If the bedrooms are not all in the same area, you need a smoke detector outside each sleeping area, too.

Each person should have a whistle (for warning others) to keep by the bed. Some family members may need a special escape ladder.

PRACTICE

Sleep with the door closed, unless you have a good system of smoke detectors. The door holds back smoke and fire while you escape.

Practice testing the door for fire. Since heat rises, feel the door as high as you can reach. If the door is warm, you'll have to use your alternate escape route. If not, brace your shoulder against the door and open it cautiously. Be ready to slam it if smoke or heat rush in.

Make sure children can operate the windows, descend a ladder, or lower themselves to the ground. (Slide out on the stomach, feet first. Hang on with both hands. Bend the knees while landing.) Lower children to the ground before you exit from the window. They may panic and not follow if you go first.

Practice what to do if you become trapped. Since doors hold back smoke and firefighters are adept at rescue, your chances of survival are excellent if you do the right thing. Put closed doors between you and smoke. Stuff the cracks and cover vents to keep smoke out. If there's a phone, call in your exact location to the fire department even if they are on the scene. Tell children not to hide. Wait at the window and signal with a sheet or flashlight.

Imagine the presence of smoke. Practice crawling low.

Have children practice saying the fire department number, the family name, street address, and town into the phone.

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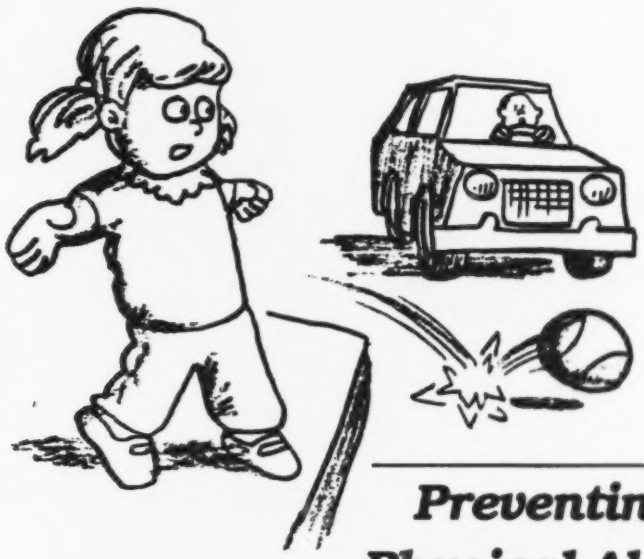
safety



Preventing Physical Abuse

Basic Concepts:

1. We each have the right to live without fear of physical abuse.
2. We each have the right to proper care and nurturing.
3. I can tell an adult I trust if someone hurts me or touches me in any way that I don't like.

Topic: SAFETY - PREVENTING PHYSICAL ABUSE

Main Idea:

1. Children will demonstrate appropriate behavior and respect towards others by avoiding such behaviors as hitting, kicking, or fighting with other children while at the day care home/center.
2. Children will name one person whom they can tell if treated abusively by another child or adult.

Teacher Information

Children need to understand that they have the right to be treated respectfully by others both physically and emotionally.

Parents vary greatly in their philosophies and practices regarding discipline, but theirs is not the right to subject a child to repeated and harsh physical punishment or neglect, regardless of the child's behavior.

The most advisable action is for you to become familiar with the child protection laws governing your area. Contact your state or local Welfare Department, or talk to local social workers, pediatricians, or public health professionals for assistance in identifying your responsibilities for reporting suspected child abuse or neglect. It may be mandated by law that you report such suspicions. Laws that require reporting of suspected abuse or neglect,however, usually include a clause that provides the reporter with immunity from liability as long as the report of suspected abuse/neglect was made in good faith. Know the laws that govern child protection. Know your responsibilities and your rights as a child care professional.

Physical Abuse can be defined as 'any physical injury inflicted on a child by a parent, guardian or other person responsible for the child's care other than by accidental means, or any physical injury that cannot reasonably be explained by the history of injuries provided by a parent, guardian or other person responsible for the child's care'.[1]

Children who are physically abused sometimes bear signs which include, but are not limited to, bruises, scalding, cuts, bites, bone fractures, malnutrition, welts, burns, wounds and punctures. While internal injuries are seldom detectable without a clinical examination, anyone in close contact with children should be alert to multiple injuries, a history of repeated injuries, new injuries added to old, and untreated injuries. Older children may attribute the injury to an improbable cause, lying for fear of parental retaliation. Younger children, on the other hand, may be unaware that beating is unacceptable and may admit to having been injured.[2,3] (The above definitions apply to Minnesota and are listed here as examples.)

Physical Neglect can be defined as 'failure to provide sufficient food, adequate clothing, safe shelter or necessary medical and dental care when reasonably able to do so or failure to protect a child from conditions which imminently and seriously endanger the child's physical and mental health'.[1] A child is not usually considered neglected solely because the child's parents or guardian, in good faith, selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child. There have been cases however, where the court has ordered medical treatment for children who are very ill. Again, be aware of how these delicate areas are defined by laws governing your area.

It is well to note that child abuse/neglect is many times made up of incidents that are part of a long-standing pattern. It rarely occurs as an isolated event and is often inflicted by people who themselves have been or are being abused. Perhaps they are under tremendous stress and don't know how to ask for help. They feel the need to alleviate tension and pressure and consequently may take it out on their child. Although you may not be in a position to give referrals, be aware of agencies in your area that provide counseling and support for those who have been or are being abused. Check to see if there is an organization called PARENTS ANONYMOUS in your area. They provide a support system for parents who are trying to break the chain of child abuse. If you are unsure of where the nearest chapter of Parents Anonymous is located, contact the national office at this address: Parents Anonymous, National Office, 22330 Hawthorne Blvd., Torrance California 90505 or call toll free (800) 421-0353.

You can help to prevent child abuse by recognizing its symptoms and by carrying out the appropriate action as governed by local and state child protection laws.

CHILDREN WHO MAY NEED HELP[2]

While no one thing can let you know for sure that a child is being neglected or abused, there are some things you can be alert to. Abused or neglected children are likely to have at least several of the following characteristics:

They may seem unduly afraid of their parents.

They may often bear welts, bruises, untreated sores or other injuries.

Their injuries seem to be inadequately treated.

They may exhibit behavioral extremes. For example; crying often or crying very little and showing no real expectation of being comforted; being excessively fearful, or seemingly fearless of adult authority, being unusually aggressive and destructive, or extremely passive and withdrawn.

They may have an impaired ability for enjoyment.

They may exhibit low self-esteem.

They may be vigilant.

They may be compulsive.

They may demonstrate precocious behavior.

They may run away from home.

Some are wary of physical contact, especially when it is initiated by an adult; they become apprehensive when an adult approaches another child, particularly one who is crying. Others are inappropriately hungry for affection, yet may have difficulty relating to children and adults. Based on their past experiences, these children cannot risk getting too close to others.

They may exhibit a sudden change in behavior. For example, displaying regressive behavior; pants-wetting, thumb-sucking, frequent whining, becoming uncommonly shy and passive.

They may take over the role of the parent, being protective or otherwise attempting to take care of the parent's needs.

They may have learning problems that cannot be diagnosed. If a child's IQ and medical tests indicate no abnormalities, but the child still cannot meet normal expectations, the answer may well be problems in the home - one of which might be abuse or neglect.

They may be inappropriately dressed for the weather. Children who never have coats or shoes in cold weather are receiving sub-minimal care. On the other hand, those who regularly wear long sleeves or high necklines on hot days may be dressed to hide bruises, burns or other marks of abuse.

FAMILIES WHO MAY NEED HELP[2]

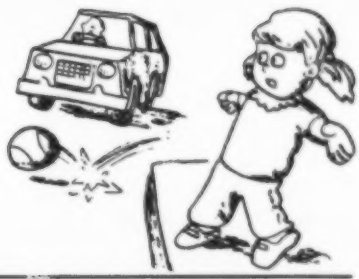
The parents of an abused or neglected child may exhibit any of the following traits:

They often are isolated from family support such as friends, relatives, neighbors and community groups. They consistently fail to keep appointments, discourage social contacts and never participate in school activities or events.

They seem to trust no one.

They might have been abused or neglected when they were children.

They often are reluctant to give information about the child's injuries or condition. When questioned, they are unable to explain or they offer farfetched or contradictory explanations.



They frequently respond inappropriately to the seriousness of the child's condition. They either overreact, seeming hostile or antagonistic when questioned even casually, or underreact, showing little concern or awareness and seeming more preoccupied with their own problems than those of the child.

They may fail or delay to take the child for medical care, for routine checkups, for optometric or dental care, or for treatment of injury or illness. In taking an injured child for medical care, they may choose a different hospital or doctor each time.

They may be too critical of the child and seldom, if ever, discuss the child in positive terms.

Some parents have unrealistic expectations of the child, expecting or demanding behavior that is beyond the child's years or ability.

They may believe in the necessity of harsh punishment for children.

They seldom touch or look at the child, they ignore the child's crying or react with impatience.

They sometimes keep the child confined perhaps in a crib or playpen for long periods of time.

They seem to lack understanding of the child's physical, emotional and psychological needs.

They may be misusing alcohol or drugs.

They appear to lack control or fear losing control.

Preschool-aged children sometimes choose to settle minor disputes such as invasion of space or arguments over toys by hitting, punching, or kicking the other child. This must not be tolerated. When young children are placed in your care you have the responsibility of creating a safe environment. This includes protection of children from each other when necessary. If a dispute breaks out separate the children immediately, calm them down, then try to resolve the problem as fairly as possible. Establish rules for sharing and make sure everyone understands that fighting is not allowed under any circumstances.

It may help to establish a place somewhat removed from the rest of the children where a child can cool down and gain some composure if feeling hostile towards another child. This does not

mean total isolation but a quiet place where the child can collect herself. Be sure to provide books or toys so once the child has settled down somewhat she'll have something to do. This cool-down time should be limited to a few minutes. Stay close by and provide comfort if necessary. When the child has calmed down, talk about it and reassure her of another chance to play appropriately.

When discussing RULES OF PLAY, you may have a child say something to indicate physical abuse by a parent or guardian or someone else responsible for the child's care. The child may come right out and tell you about being beaten or similarly abused. You may be the only safe adult in a child's life so be prepared to give support and act accordingly. If a child is being abused by someone in the family, contact a Social Services agency, if abuse is being inflicted by a person not in the family, contact a local law enforcement agency; for guidelines for appropriate action.

[1] Minnesota Statute 626.556 Subdivision 2. (Definitions may vary)

[2] CHILD ABUSE AND NEGLECT, A Guide for People Who Work With Children, Ramsey County Human Services, Minnesota, 1982.

[3] CHILD ABUSE PLAN, Ramsey Action Programs Project Head Start, St. Paul, Minnesota.

Resources/Materials

Number corresponds to Child Activity.

1. Large piece of tagboard entitled RULES OF PLAY, marker, a plan of action if a child discloses information about having been abused.

Child Activities

1. Have the children help you establish appropriate rules of conduct. Make a poster entitled RULES OF PLAY. Write the rules as you talk about them. Having only a few rules is much easier for children to remember than having a long list of do's and don't's. Make up a few appropriate rules or choose from these:

   Be helpful to others.
   Play together safely.
   No kicking or pushing.
   Share books and toys.
   No hitting or hurting someone else.
   No fighting.

After writing each one ask 'How can we be helpful to others' or 'Why shouldn't you hit or kick soneone?' 'What happens when you fight over toys?' 'What should you do if someone hits you or throws something to hurt you?' Be sure that children understand that they should tell you if someone hurts them while at school. Be prepared should a child indicate having been abused at home.

2. After establishing RULES OF PLAY, be sure to encourage children to practice these rules everyday. As you conduct activities, reinforce how well the children are following the rules. Praise children who share with each other, are helpful and who display respect for others. Seize the teachable moment and give positive reinforcement whenever possible. Children soon learn what it takes to receive praise.

3. Always reinforce that children should tell you if someone hurts them deliberately or antagonizes them. As an adult, you are better able to settle things fairly.

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Activity ideas for teaching preschoolers about:

The Five Senses • Good Grooming • Hand Washing
Head Lice • Dental Health • Nutrition
Exercise • Relaxation • Self-Esteem
Feelings • Relationships • Family Living
Family Change: Death, Divorce, New Babies & Moving
Growth and Development • Getting Help
Pedestrian Safety • Seat Belts
Preventing Poisoning • Weather and Fire Safety
Preventing Physical and Sexual Abuse

. . . and MORE!

Methods include songs, poems rhythmic activities, worksheets, stories, art projects, puppet plays, field trips and parent activities

What day care providers say about READY, SET, GROW!

'READY,SET,GROWhas been and will continue to be a valuable health resource for HeadStart. The involvement of preschool educators in its development and evaluation makes the curriculum extremely practical and applicable for use in any preschool classroom.'
Jean Langehough, Health and Nutrition Coordinator, Project Head Start

'The items used as curriculum materials are very easy to find and are inexpensive.'
Cheri Paulson, Family Day Care Provider

'I get many positive remarks about the curriculum from parents. They are pleased about the fact that we are teaching the children about health.'
Barb Zelen Hope Day Care Center

'The children, especially the younger ones, learned a lot through the songs and rhymes in the curriculum.'
Sandy Hamburge Family Day Care Provider

'I think this curriculum fills a large gap. It suggests good materials and covers many different topics. This curriculum seems comprehensive and is a valuable tool because it gives so many good ideas for teaching health.'
Karen Boehne-Warner, Wilder Day Care Center

ABOUT THE AUTHOR: Paula J. Peterson is a health educator and consultant in St. Paul, Minnesota where she has promoted, developed and implemented health education curricula for children and adults. Paula has conducted numerous training workshops for elementary and secondary school teachers, Head Start staff, day care providers and parents. She has also taught Health Education Curriculum Development at the University of Minnesota. Her formal training includes undergraduate work in Physical Education and Health Education at the University of Wisconsin - Superior and graduate work in Public Health at the University of Wisconsin - LaCrosse.

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Curriculum Goal

Children will adopt positive attitudes and constructive health behaviors that are the foundation for the ability to maintain a high level of physical, mental and social well-being through an active involvement of the preschool, community health agencies and the home.

Topics

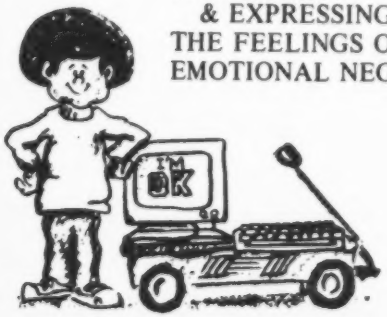
***Ready, Set, Grow!** contains hundreds of activity ideas for a wide variety of health related topics.*

PHYSICAL HEALTH

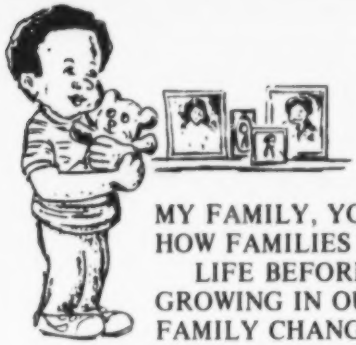
FIVE SENSES
HYGIENE
DENTAL
NUTRITION
EXERCISE
RELAXATION
SLEEP
SMOKING

MENTAL HEALTH

SELF-ESTEEM,
IDENTIFYING
& EXPRESSING FEELINGS
THE FEELINGS OF OTHERS
EMOTIONAL NEGLECT



FAMILY LIVING



MY FAMILY, YOUR FAMILY
HOW FAMILIES BEGIN–
LIFE BEFORE BIRTH
GROWING IN OUR FAMILIES
FAMILY CHANGES
Death, Divorce, New Babies, Moving
SEXUAL ABUSE

SAFETY

DANGER WARNINGS
GETTING HELP
PEDESTRIAN SAFETY
AUTO SEAT RESTRAINTS
PREVENTING POISONING
WEATHER SAFETY
FIRE SAFETY
PHYSICAL ABUSE

Lesson Plans

Each lesson plan includes . . .

- Behavioral Objectives
- Background information on each topic
- A list of necessary materials and resources such as art supplies, household items and books

- Songs, poems, rhythmic activities
- Detailed instructions for child activities
- A special self-esteem component
- A parent/child activity
- Patterns, worksheets and parent letters for duplication

What Day Care Providers are Saying About RSG!

"I think this curriculum fills a large gap. It suggests good materials and covers many different topics. This curriculum seems comprehensive and is a valuable tool because it gives so many good ideas for teaching health."

– Karen Boehne-Warner
Wilder Day Care Center

"The items used as curriculum materials are very easy to find and are inexpensive."

– Cheri Paulson
Family Day Care Provider

"I get many positive remarks about the curriculum from parents. They are pleased about the fact that we are teaching children about health."

– Barb Zeien
Hope Day Care Center

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– Jean Langehough
Health & Nutrition Coordinator
Project Head Start

Development & Evaluation

Ready, Set, Grow! *represents the accumulated expertise of hundreds of health and early childhood education professionals, many of whom are parents of preschool aged children.*

The curriculum was field tested in the St. Paul Head Start Program, home day care and in preschool centers. As a result of curriculum implementation, children in the experimental group showed a significant improvement in health awareness and knowledge when compared to children in the control group.

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Health Educator

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